Science, Social Studies, Health Teacher's Guide Year 1 A God-centred Curriculum

Based on the character and nature of God

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BEÁCON

God is Love Teacher's Topic Guide Year 1

Topic: Myself

Duration: 5 weeks

Spiritual Awareness: God loves me cares about me

God is Love. He loves me. I am special to Him.

God knows everything about me. He created me. He knew me before I was born. He knows the number of hairs on my head.

Each person is uniquely individual. Each person is special to God. Each person is wonderfully made. God loves me just the way I am. He has given me gifts and talents that I can use to serve Him.

Thank you, God, for the way you made me!

Key Questions

Is there anything that God doesn't know about me? What special things can I do for God? Does God know when I am feeling unhappy or upset? Does God care about the way I feel? What does God think about the way I look? What does God think about the special things I can do? Is God happy when I want to be someone else? Can we all be good at everything? Does God love children as much as grown-ups? How do I know that God loves me?

Outcomes

What will the students learn? *Knowledge*

- understand that God made them and knows them personally
- learn the parts of the body
- understand the function of some of the different body parts
- understand that there are gender differences

Skills

- measure height, hand span, length of foot
- physical education skills running, jumping, skipping, ball throwing

Values

- understanding that God made us and loves us, and we are special to Him
- appreciate that we are all different
- appreciate that God has given each person different abilities
- realize that we all have strengths and weaknesses

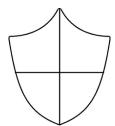
• care for our bodies

Activities

- Trace around each student's body, using a large sheet of paper.
- Draw / give a short talk on 'things special to me' e.g. family, pets, toys, hobbies.
- Make a coat of arms depicting things special to me.
- Make a 'Me' booklet.
- Compare physical features e.g., height, hand size, feet size, eye, hair, skin colour.
- Cooperate with a partner to play a team game in which they make simple shapes with their bodies.
- Create a collage of pictures showing things that they like, then discuss shared interests and individual preferences.
- Make a class-list showing strengths of class members. Next to each name write a special gift or talent. (Note that personality features e.g. friendliness, can be included.)
- Make a card for a classmate expressing appreciation.
- List the reasons why I am important to my family.
- Discuss the personal qualities of Jesus as a boy.
- Discuss the reasons why people are 'popular' e.g. good looks, clothes, toys.
- Discuss the personal qualities that God wants us to look for in others e.g. kindness, fairness, truthfulness, courage, friendliness.
- Discuss kindness and care towards those who are handicapped.
- List ways in which I use my gifts for God, and ways in which I can improve my skills or talents.
- List the things I can do to keep my body fit and healthy.
- Participate in exercise for physical fitness.

Assessment

- 1. Draw a time line that tells the story of your life: where and when you were born and specific events that have happened throughout your life.
- 2. Draw a personal shield and divide it into four sections. In each section draw the things that are special to you, e.g. family, home, hobbies, interests, sports, pets. Write your name on the shield.
- 3. In learning about myself, what have I also learned...
 - about God and the Bible?
 - about doing what God wants me to do?



Yr 1	Attribute of God	SS/Science/	Literacy	Maths	Phys.Ed/	Art	Values
		Health (Social Studies)			Music		
WEEK	God is Love	Myself	Read to your children - 20 minutes everyday.	Use things to count with,	BM Song: God loves	Prepare paper, paint, coloured	Kindness
				like bottle caps or stones	you very specially ACS	pencils	
WK 1	Luke 2:1-20 – Who is	About me	Level 1 Lesson 1	Counting	Running	Make hand	How can we
	Jesus? Who is God?		lnitial sound – 'a' – Bible phonics	activities with	activities	prints	show kindness
			Sight words – 'this', 'is', 'a' Storv – Under the sea	numbers to 15 Level 4 Card 1			to family?
WK 2	Matthew 6:25-34	My body	Level 1 Lesson 2		Hop, step,	Trace your body	How can we
	Matthew 10:29-30 -		Revise initial sound 'a' using small	Level 4 Card 2	jump!	onto paper	show kindness
	God knows me and		pictures.		Count 10		to friends?
	knows all about me.		New sight words: 'I', 'can'		jumps/hops		
			Story: can				
WK 3	John 1:43-49 – Jesus	My face	Level 1 Lesson 3		Skipping with	Write your	How can we
	Knows my name	My name	lnitial sound – 'b' – Bible phonics	Level 4 cards 3	a rope	name in big	show kindness
	Psalm 139 – l am		New Sight word – 'see'	& 4		colourful	to people who
<u>.</u>	special to God.		Story – At the beach			letters.	are sick?
						Decorate it.	
WK 4		My interests	Level 1 Lesson 4		Play your	Make a drawing	How can we
	calls us by name.		Revise initial sound 'b' using small	Level 4 Cards	favourite	of your	show kindness
		My family	pictures.	5 & 6	sport; Play a	favourite things.	to people who
			New sight word: 'like'		team game	Make a drawing	are left out?
			Story: I like animals			of your family.	
WK 5	Matthew 6:9-14 -	The five	Level 1 Lesson 5		Dance to	Make a	How can we
	Talking to God	senses	lnitial sound – 'c' – Bible phonics	Level 4 Cards	music.	collection of	show kindness
			Revise known sight words	7&8		things that feel	to people who
			Story – I like farm animals			smooth, soft,	are sad?
						slippery, rough	
						etc.	

God is Love Planning Table

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God is Love Values education Year 1

Kindness

God is loving and kind. He wants me to be kind to others.

Kindness is...

- showing care and concern for other people
- being polite
- not being bossy.
- not being selfish.
- not being jealous
- being thoughtful
- helping those in need

Activities

- 1. Imagine that you have just moved to a new school or a new church. How would you like people to treat you?
- 2. Imagine that you have just fallen over and hurt yourself. How would you like people to treat you?
- 3. Imagine that you had an accident and had to be in a wheel chair. How would you like people to treat you?
- 4. Make a badge: Love is patient and kind.
- 5. Choose a person and show extra kindness to them this week. Be their 'angel'. Do kind deeds for them and even make a gift for them.

Draw pictures for these:

How did Jesus show love to Zacchaeus? How can we show kindness to our family? How can we show kindness to our friends? How can we show kindness to someone who is sick? How can we show kindness to someone who is sad?

What does the Bible say about kindness?

1 Corinthians 13: 4 Love is patient and kind. Ephesians 4:32 Be kind to one another. Proverbs 14:31 Whoever honours the needy honours God. Luke 18:35-43 Jesus was kind to Blind Bartimaeus.

God is Love Thinking Skills

God made me 1	God made me 2
Finish this drawing of a picture of you.	What problems could there be if you always walked on your hands?
	Brainstorm some ideas.
God made me 3	God made me 4
What if you had 2 noses?	Invent an interesting, unusual friend for yourself. Draw a picture of this friend and give him or her a name.
God made me 5 How many ways could you eat your favourite food?	God made me 6 Name some clothes that you would NEVER wear if you were going to play in mud.

God made me 7 Draw one of your favourite toys. Now redesign it using: B – make one part bigger A – Add something extra R – replace one part with something else.	God made me 8 What if you were unable to speak? What would you do at school? Give 3 suggestions.
God made me 9	God made me 10
Think of 5 things about yourself that are different to your friend	Brainstorm 5 ways that God has made us special.
God made me 11	God made me 12
Draw a picture of yourself and write your name. Some body parts are in twos. Draw 5 different body parts of which there are two.	Make a book showing all the things you can do because God made you.

God is Love Art Year 1

Myself

Biblical connection: God made me special. He knows my name and He loves me. He knows everything about me. He knows how many hairs on my head. No one else has the same fingerprints as me.

Bible story art as a wall display: Zaccheaus: Jesus knew all about him and called him by name.

1. Modelling with clay or dough

Ask students to:

- Make your clay/dough into a long thin sausage, (or snake).
- Use long, thin sausages to make a drawing in clay of your face.
- Make a 2D standing model of yourself
- Make a 2D model yourself involved in one of these actions: running, jumping, skipping, hopping, walking, washing, balancing, kicking a football. (First get the children to observe these actions while someone demonstrates. Point out the shape of the legs etc. while performing these actions.)

2. Painting

Ask students to:

- Paint yourself. (Children can draw themselves on a large sheet of paper where everyone contributes and teacher writes names on each figure. Then display as wall mural)
- Paint yourself running / jumping / hopping / swimming.
- Paint yourself: at the dentist; cooking with Mum; digging in the garden with Dad.
- Paint a picture of your family.

3. Drawing

What is drawing?

Drawing is making a line. Lines do not have to be made with pencils and crayons. They can be made with many other types of media.

For each of the following choose a different drawing medium, e.g. crayons, felt pens, dry pastel, oil pastel, coloured pencils, wet chalk.

Ask student to:

- Draw yourself. How many fingers? What colour is your hair? What colour are your eyes? What clothes do you like wearing? How many fingers do you have? Will you be smiling in your picture?
- Draw your family.
- Draw your house. Draw your pets.
- Draw some of yourself with some of your favourite things...foods, toys, animals
- Draw the things you like to do

4. Collage

Ask students to:

• Use coloured paper shapes to make a picture of themselves. Other materials can be added such as pieces of string for hair, pieces of fabric for clothes.

5. Printing

Printing is making marks by stamping.

A "stamp pad" is made from a thin damp kitchen sponge placed in an open container such as a take-away food container. Paint is spread over the sponge.

Ask the students to

- First, experiment with hand/finger prints. Press parts of your hand into the stamp pad and make different kinds of marks on the paper with your hand. Use finger tips, whole hand print, side of hand, side of finger.
- Now take another piece of paper and make a picture using prints. Try making a lines of finger prints. Try using the lines of prints to make plants, animals, people or buildings.

God is Provider Teacher's Topic Guide Year 1

Topic: Clothes

Duration: 5 weeks

Spiritual Awareness

God promises to provide for our material needs. He cares and provides for His children, just as a shepherd cares and provides for His sheep. He provides for all our needs. Jesus told us not to worry about food or clothes. Some people have plenty of good clothes but still worry about how they look in their clothes. Everyone has to decide how Jesus would want them to dress.

Our response to 'God is Provider'

Because God is a Loving Provider I will...

- Thank God for the things He provides
- Thank my parents for the things they provide
- Share with others the things that God has provided.

Key Questions

How does God provide clothes for me? Who buys clothes for me? How should I take care of my clothes and shoes? What kinds of clothes do I need? When do I need to get new clothes? Why should I thank God for providing clothes for me?

Outcomes

What will the students learn? *Knowledge*

- understand how clothing is made
- identify natural and man-made materials
- identify fabrics from which clothes are made
- understand how fibres and fabrics are made
- explain the difference between a fibre and a fabric
- explain properties of fibres and fabrics

Skills

- classify clothes according to season or purpose.
- study pattern and design in clothing
- perform science experiments to test the properties of fibres and fabrics
- predict results of experiments and record result

Values

- appreciate that God has provided for us through the creation
- appreciate the need to care for our clothes

Activities

- Collect and classify pictures of clothing, e.g. for different types of weather.
- Provide clothes for dress ups; set up a clothing shop where students can "buy" clothes.
- Collect fibres and fabrics.
- Collect pictures of clothing from different countries and compare.
- Classify clothing according to seasons and purpose. Decide why some fabrics are better for cold weather and others for hot weather.
- Classify clothing or fabrics according to pattern.
- Use senses to classify fabrics according to texture, colour, thickness.
- Examine and compare samples of different materials e.g. wool, cotton, synthetic.
- Classify fibres and fabrics according to whether they are from natural or man-made materials
- Classify clothing or fabrics according to the source material.
- Make a collage using different types of fibres and fabrics.
- Research the processes involved in making fibres and fabrics from natural materials.
- Compare cotton wool with cotton fabric and discuss how the fabric is made.
- Devise experiments to test properties of fibres and fabrics, e.g. strength, flammable or not flammable; absorbs or repels water; frays when cut
- Record results of experiments in table form.
- Make a fibre.
- Make a fabric.
- Make a garment, e.g. from paper / plastic bags
- Discuss care of clothing.
- Discuss the reasons for wearing uniforms.

Assessment

Are children able to classify the fibres and fabrics using their senses? Are children able to sort fibres and fabrics into categories? Are children able to make accurate observations and record these carefully? What have the children learned from the study of fibres and fabrics...

- about God and the Bible?
- about doing what God wants me to do?

Yr 1	Attribute of God	SS/Science/	literacu	Mathe	Dhve Ed/	Art and home	Values
		Health (Social Studies)			Music	skills	
WEEK	God is Provider	Clothes	Read to your children - 20 minutes every day.	Use things to count with, like bottle	BM song: God is a provider ACS	Prepare paper, paint, coloured pencils, scissors alue	Thankfulness
WK 1	John 10 – The good	The things	Level 1 Lesson 6		Set up plastic	Cut out fabric	What are you
	shepherd	we need and	Revise Initial sound – 'c' – Bible phonics	Level 4 Card 9	bottles and	clothes to glue	most thankful
		the things	Sight word – am	& 10	roll a ball to	on paper figure	for?
		we want	Story – I am		knock them.		
WK 2	Psalm 23 God is a	Make a book	Level 1 Lesson 7		Throw and	Paint a picture	
	shepherd	about	Initial sound – 'd' – Bible phonics	Level 4 Card	catch a ball	of yourself	What could you
		clothes	Sight word - to	11		wearing your	not do
			Story – I like to			favourite	without?
						clothes.	
WK 3	Luke 15:1-7 the lost	Clothes	Level 1 Lesson 8		Make up a	Make a washing	What could you
	sheep		Revise Initial sound – 'd' – Bible phonics	Level 4 Card	running	line and peg on	do without?
			Sight words – go, here	12 & 13	game and	it some cut-out	
			Story – At the bus stop		play	paper clothes	
WK 4	John 6:1-14-	Clothes	Level 1 Lesson 9		Skip around	Help Mum cook	Write a prayer
	Generous provider		Initial sound – 'e' – Bible phonics	Level 4	the yard	one of your	to thank God
	(loaves and fishes)		Sight words, and, come	Revision	while you	favourite foods.	for our food.
			Story – At the market		name foods.		
WK 5	John 2:1-11 God	Clothes	Level 1 Lesson 10		Dance to	Draw your	Think about
	provides		Revise Initial sound – 'e' – Bible phonics	Level 4 Card	music	home	saying thank
			Sight word - the	14 - TEST			you to family
			Story – At night				members.

God is Provider Planning Table

Values education Year 1 God is Provider Thankfulness

God has given us so much. He wants us to be thankful to Him for all that He provides.

Thankfulness is...

- Saying thank you
- being grateful for what I have
- being content, and not wanting what others have
- being happy with my life

Activities

- 1. Make a list of things you are thankful for.
- 2. Now make a list of the things you can't see, like sight, hearing, family etc.
- 3. What are the three most important things you have been provided with?
- 4. What are some of the things you could do without?
- 5. Which of the following would you be most thankful for? Give each one a score: 5 for very important...1 for not so important. Show the results in the form of a graph.
 - food shelter love family having lots of money having an expensive car good friends Jesus good looks being very intelligent being good at sport
- 5. Write a prayer of thanks to God for all that He has given you, and for all that He has done for you.

What does the Bible say about thankfulness?

Psalm 100:4 Enter His gates with thanksgiving.

Colossians 3:15 Be thankful.

Luke 17: 11-19 Jesus healed the ten. Only one returned to thank Him.

Psalm 95:2 Let us come before Him with thanksgiving.

1 Thessalonians 5:18 Give thanks in all circumstances.

Exodus 20:17 Do not want the things that belong to your neighbour.

Practical Science Year 1 God is Provider Clothes - Properties of fibres and fabrics

Make a list and test different types of fibres and fabrics: Jute (string) Wool Cotton Nylon

Note that some fabrics are knitted and some are woven. Knitted fabrics stretch but woven fabrics usually do not stretch.

Properties to test:

How does it feel? (rough, smooth, hard, soft, crinkly) How does it look? (shiny, dull) How does it smell? How well does it absorb water? How hard is it to pull apart? (fabrics) How hard or easy is it to break? (fibre / thread) Can it stretch? Can you see through it?

Record results

Make a table.

Fabrics

	feel	look	smell	other
Wool knit				
Wool cloth				
Cotton knit				
Cotton cloth				
Nylon				

Threads

	Thick or thin	Strong or weak	Rough or smooth	other
Wool				
string				
Cotton				
Nylon				

God is Provider Thinking Skills Year 1

Clothes 1	Clothes 2
Imagine that you are going for a trip to a cold country where there will be lots of snow. Draw the clothes that you will need to take.	You have to dress up as your favourite character from a story book. Name your character and draw your costume.
Clothes 3	Clothes 4
You are at the beach and you lost your shoes. You have to walk back to the car over very sharp, hot stones. Give 3 ideas on what you could do so that you don't hurt your feet.	Create a new design for your school uniform: one for girls and one for boys.
Clothes 5	Clothes 6
You are the youngest child in the family and you have outgrown your clothes. Give 3 ideas for what you can do with the clothes.	There are 5 children in the family. Mum has done the washing and needs to sort it out Think of something that can help Mum to sort out the clothes for Each child.

God is Provider Art Year 1 Clothes

Biblical connection: God loves and cares for me. He provides the things I need. He provides clothes, food, shelter, friends and family to care for me.

Bible story art as a wall display: Jesus said, "Don't worry about clothes. Look at the birds and flowers, how God takes care for them." Matthew 6:28

1. Threads and textiles

- Explore fabrics: pull threads to see how fabric is made
- Simple over and under stitching activities on pieces of cardboard with prepunched holes
- Explore different types of threads: knot them together

2. Collage

• Prepare a range of pre-cut small pieces of fabric of different colours and patterns. Collage activities can be combined with drawing.

Ask students to:

- Make a collage using different fabric pieces. They can also add other collage materials such as feathers, pop sticks, paper shapes, cotton wool, string or wool.
- "Dress" an outline of a human figure by sticking on pieces of fabric as clothing.

3. Modelling with clay or dough

Preparation: Provide each student with a cut-out 2D doll figure, (cardboard or thick paper). Then say:

- "Make your clay into a flat pancake". (They use a rolling pin, or pat flat with hands.)
- "Now Use a plastic knife to cut shapes from your pancake. The shapes will be the clothes to "dress" your paper doll".

4. Painting

Use the topic of "clothes" to help the students to explore pattern and colour. Show them different types of fabric, with different prints, and with different colours. Discuss types of designs, such as spots, dots, stripes, flowers, leaves, animal designs. Discuss bright, light and dull colours in clothing. Discuss how do make a bright colour lighter, (adding white), and how we make a bright colour dull, (adding black but not too much.)

Ask students to

- Paint a "dotty" picture
- Paint a "stripy" picture
- Paint a flower pattern
- Paint a picture using bright / light / dull colours.

5. Drawing

Allow the students to experiments with a range of drawing materials such as pencils, crayons, pastels, felt pens. Continue the colour and pattern theme inspired by examples of clothing fabrics.

Ask students to:

- Draw your family dressed up for a special event.
- Draw yourself in your favourite clothes.
- Design a pattern for a piece of fabric
- Draw a person in patterned clothes.
- Draw clothes, colour them with patterns, cut them out and make a washing line.



6. Printing

Provide the stamp pad made in the "Myself" topic. Provide pieces of fabric that can be scrunched up in balls to make stamps. Provide cotton wool balls and cotton buds. Ask students to:

• Make a stamped picture using the materials provided.

God is our Saviour Teacher's Topic Guide Year 1

Topic: My Country

Duration: 3 weeks

Spiritual Awareness: God loves all nations

Although the people of Israel have been chosen for the fulfillment of God's eternal plan, His love extends to all nations. The Bible refers to nations other than Israel as gentiles, and His invitation to receive the gift of eternal life extends to all nations. We need to thank God for His gift of salvation, and thank Him for the things He has provided for our nation.

Our response to 'God is a Loving Provider'

Because God is a Loving Provider I will...

- Love God
- Love others
- Forgive others
- Be kind and patient with others
- Help others
- Thank God for the things He provides
- Thank my parents for the things they provide
- Share with others the things that God has provided.

Memory verses

Psalm 23:12 – Happy is the nation whose God is the Lord; happy are the people He has chosen for His own. (GNB)

Acts 10:34 – God treats everyone on the same basis

1 Corinthians 13:14 – God is patient and kind

Job 36:27-28 – It is God who takes water from the earth and turns it into drops of rain. He lets the rain pour from the clouds in showers for all mankind.

Key Questions

How has God provided for my country? How has the Gospel influenced my country? What are the Christian values of my country? Which missionaries have influenced the Christian development of my country? How should we treat newcomers to our country? How can my country be a blessing to other countries? How can I pray for my country? How can I be a missionary in my own country?

Outcomes

What will the students learn? *Knowledge*

- learn how the first people came to the Solomon Islands
- understand the changes to our way of life was brought about by missionaries

- understand how our community has changed over time: what features have been lost and what features have stayed the same? e.g. in relation to the areas of transport, work, education, natural and built-up environments, entertainment and daily life
- understand the role that people from other countries have in the development of our country
- understand how different groups of people support our community, e.g. medical, teachers, transport workers
- be familiar with celebrations and special events of our country.

Skills

- compare lifestyle and culture, past and present
- locate Solomon Islands on a world map

Values

- appreciate all that God has provided for my country
- understand that God loves all people equally, regardless of colour, race or religion

Activities

- Draw the national flag.
- Make generalizations about the way of life, and typical lifestyle features.
- Identify native plants and animals of my country.
- Ask children if they have been to other places within Fiji and discuss.
- Make a list of different nationalities living in our neighbourhood.
- Take a survey to find out where students in the class were born.
- Invite visitors from different ethnic backgrounds.
- Learn a few phrases or words in another language.
- Compare cultural similarities and differences between two groups.
- Experience foods, games, art, music and stories from different cultures.
- Show examples of dress from the past and compare with today.
- Discuss how newcomers to our country may feel.
- Suggest ways of sharing God's love with others.
- Identify national foods and make a national dish.
- Interpret pictures showing past and present.

Learning Connections

English: stories from our country's history **Science:** plants and animals of our country **Art:** traditional arts and crafts

Yr 1	Attribute of God	SS/Science/ Health (Social Studies)	Literacy	Maths	Phys.Ed/ Music	Art	Values
WEEK	God is our Saviour	My country	Read to your children - 20 minutes every day.	Use things to count with, like bottle caps or stones	BM song: He is Alive ACS	Prepare paper, coloured pencils	Cultural understanding
Wk 1	Matt. 26 Supper with Jesus John 3:16 Jesus died for Me	Where is your country located on a world map?	Level 1 Lessons 11 & 12 Revise sounds a – f; New sound 'g' Sight word – 'my' Revise all sight words Stories: My Family; let's go to Africa	Level 5 Card 1	Balancing activities – walk with book on your head	Draw a picture of the world. Show where you live on the map.	People from around the world may be different, but all are precious to God.
Wk 2	Matt 27 Love of Jesus	Map of your country – colour/draw What is an island?	Level 1 Lesson 13 & 14 Initial sounds – 'h' and 'i' – Bible phonics Sight words – Revise all so far Stories – Let's go to America, Australia and Antarctica	Level 5 Card 2	Balancing activities – walk with egg in a spoon	On a map outline of your country, mark your town or city.	Do you know anyone from another country?
Wk 3	John 20 Jesus is Alive	Capital City – label map. What is a Capital City?	Level 1 Lessons 15 & 16 Initial sound – 'j' – Bible Phonics Sound and sight word revision Reading test – 'My body'	Revision	Balancing activities – walk along a rope or string line on the ground.	Make playdough models of things found in your country.	What are some things we can learn from people who come from different countries?

God is our Saviour Planning Table

My Country / EASTER

God is our Saviour Values education Year 1

Cultural understanding

God created people differently. He loves all people, regardless of race, religion or ethnicity.

Our response to God is our Saviour

- understand that Jesus died for the whole world, every person of every nation
- recognize that God loves all people equally
- show kindness and consideration to all
- accept and love others

Activities and discussion

- 1. Compare cultural traditions of two different ethnic groups in the areas of: food, music, art
- 2. Explain how appreciating foods, art and music of different cultures can be a good thing.

What does the Bible say about accepting people of different cultures?

- Luke 10:25-38 The Good Samaritan
- John 3:16 God so loved the WHOLE world that He gave His son
- Revelation 7:9 After this I looked, and there before me was a great multitude that no one could count, from **every nation**, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands.
- Matthew 22:37-39 Love the Lord your God. Love your neighbour as yourself. (Neighbour refers to people of other nationalities)
- John 4:1-26 Jesus and the Samaritan woman.

God is our Saviour Thinking Skills Year 1

My country 1 Think of 5 of the best things about living in your country.	My Country 2 Think of 5 things you can find in your country starting with "p". Think of 5 things you can find in your country starting "m".
My Country 3 Think of two fruits that grow in your country. Now draw a special dessert using those fruits as two of the ingredients. You can add other ingredients.	My Country 4 Think of two things you can buy at the market. What is different about these two things? What is the same about these two things?
My Country 5 Design a new flag for your country. Use symbols and pictures that tell people things about your country.	My Country 6 Think of a country that is much colder than your country. Draw 5 things that you would need to take if you were going there.

God is our Saviour Art Year 1 My Country

Biblical connection: God loves the people of every nation of the world. He sent Jesus to give every person an opportunity to accept and follow Him. We thank God for sending missionaries to our country to tell us about Jesus.

Bible art as a wall display: Jesus said, "Go to every part of the world and tell people about Me." Mark 16:15 (Make a display of a map of the world and students can cut out people to place in different countries on the world map. They can show different skin colours and different clothing styles.)

1. Traditional arts and crafts

Explore with the students the traditional arts and crafts of your country. Include the arts and crafts of other cultural groups within your country. Give the students experiences in creating some traditional artwork such as traditional design patterns.

2. Environmental art

Allow the students to materials in your local environment that could be used in creating a piece of artwork, e.g. plant materials such as leaves, seeds, bark. Collect materials and use for collage.

Ask the students to draw or paint some of the plants and animals native to their country.

God is Pure and Holy - Teacher's topic guide Year 1 Topic: Germs and Hygiene

Duration: 4 weeks

Spiritual Overview: Clean on the outside as well as the inside

Making things clean is a Biblical symbol for God's purity and holiness. Our hearts are made clean by God's forgiveness. Jesus died to cleanse us from sin. He offers forgiveness to all those who will accept it.

Bible references

Matthew 23:13-27 Jesus said that we must be clean on the inside, not just the outside. Psalm 119:11 I have hidden your word in my heart that I might not sin against you. Matthew 21:12-17 Jesus clears the temple

Outcomes: What will the students learn?

- understand the requirements of maintaining a clean home environment
- suggest ways of maintaining a clean school environment
- suggest ways of cleaning up the local environment, such as waterways
- understand the importance of personal cleanliness
- understand that inner cleanliness cannot take place by 'being good', but by accepting God's forgiveness and living as a disciple of Jesus
- observe how cleaning agents such as soap and disinfectants can help in cleaning things
- classify cleaning agents according to properties and record results

Activities

- Discuss hygiene at school and home.
- Make a list of rules for good hygiene.
- Discuss the consequences of not washing hands, not cleaning teeth etc.
- Discuss germs and how they affect our bodies
- Discuss the importance of cleaning teeth

Germs

Germs are everywhere. Germs are so small that you can't see them. Germs can make you sick. You can get rid of germs by washing your hands and your body.

How to wash your hands

Use warm running water. (If you don't have warm water, use cold running water.) Use liquid soap where possible.

Rub hands together for at least 15 seconds.

Scrub underneath the fingernails.

Rinse and then dry.

How to dry your hands

If you don't have paper towel or a clean towel, shake your hands dry before touching anything.

When to wash your hands Before eating or touching food After using the toilet After playing with animals

Teaching idea

Use a spray bottle filled with clean water.

Spray water on children's hands.

Explain that the water on their hands is like the germs that come out of their mouths every time they cough or sneeze.

Now ask the children to touch an object such as a table or chair. Ask them what happened to the object they touched. (It became damp.)

Explain that this is what happens when we sneeze or cough into our hands and then touch an object.

What will happen if one of their friends touches the damp object?

What can we do to prevent our friends from catching our germs?

Use a tissue to cover your mouth when coughing or use a tissue to blow your nose.

If you don't have a tissue and you use your hand to cover your mouth while coughing, wash your hands after.

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juice etc.Stories – The lost coin; At my housepiece of paperMake themMake thempiece of paperMatt 26:69Healthy FoodLevel 2 Lessons 7 & 8John 21:15Level 2 Lessons 7 & 8Count to 20John 21:15Nhitel skipping.food picture.Jesus forgives Peter.Sight words – no, yeswhile skipping.Saying sorryWho lives here?Who lives here?		and say	with coffee,	Sight words – New words: help, with			it up and place a	
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es Peter. Sight words – 'p' and 'qu' Level 5 card 8 while skipping. food picture. Sight words – no, yes Stories – The lost sheep Who lives here?	WK 4	Matt 26:69	Healthy Food	Level 2 Lessons 7 & 8		Count to 20	Make a healthy	Go shopping
ss Peter. Signt words – no, yes Stories – The lost sheep Who lives here?		cI:12 nhol		Initial sounds – 'p' and 'qu'	Level 5 card 8	while skipping.	food picture.	and choose
Stories - The Jost Sheep Who lives here?		Jesus torgives Peter.		Sight words – no, yes				some healthy
		Array Barry		Stories – The Jost Sheep Who lives here?				tood.

God is Pure and Holy Planning Table

God is Pure and Holy Year 1 Values education: Cleanliness

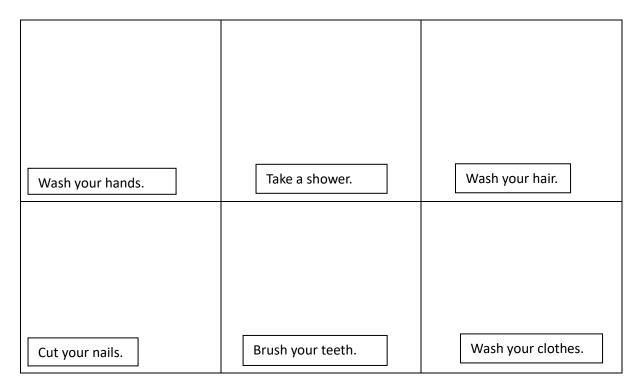
For parents or teacher to read:

God has created us as special. He wants us to look after our bodies and keep ourselves clean on both the inside and the outside.

Cleanliness is...

Washing our hands after the toilet and before eating Washing, taking a shower or bath each day Washing our hair Keeping our nails short and clean Brushing our teeth twice a day Washing our clothes

Activity: Draw up a table with 6 boxes. In each box draw a picture to show hot to keep your body clean



What happens if we don't do these things?

Our bodies will become smelly.

God made our skin to sweat. This is when little droplets of water come out of the skin to cool us down. It is a good thing, because it stops us from getting too hot. But when our skin sweats, it stays on the skin if we don't wash it off. Germs are attracted to the sweat, and we become smelly.

Dirty clothes: As we play outside, dirt and dust get into our clothes. The sweat from our skin also gets into our clothes. This is why we should wash our clothes.

God is Pure and Holy Thinking Skills Year 1

Hygiene 1 Draw tap. Now redesign it by doing this: B – make one part bigger A – add something extra	Hygiene 2 Name 5 things that NEVER need to be washed.
R – replace one part with something else	
Hygiene 3 Think of 3 different things this picture could represent. It must have something to do with keeping clean.	Hygiene 4 Give 10 ways of making things clean in and around your home.
Hygiene 5 Give 3 possible reasons why: someone would not be allowed to use soap for bathing or showering.	Hygiene 6 Find 5 different uses for some "bubble bath".

God is Pure and Holy Art Year 1 Germs and hygiene

Biblical connection: Jesus said that being clean on the outside in not the only way to be clean. We should also be clean on the inside.

Bible art as a wall display: Matthew 21:12-17 Jesus clears the temple. Students can draw the different animals being sold in the temple. They can cut them out and collectively paste them on a large picture of the temple, with caption, 'Jesus said, "Stop turning my house into a market'"

1. Painting and drawing

Ask students to: Make posters about washing hands.

2. Printing

Using washing up detergent to make bubble prints. (Washing up liquid relates to our "cleaning" theme.)

Mix some liquid poster paint with a little water, and a squirt of washing-up liquid, stir it up and then blow into it with a straw to create lots and lots of **bubbles**. You then gently place the paper over the **bubbles** to take a **print** from them, remove, and allow to dry. Try again with a different colour.

3. Jewelry making

Students can make their own bracelet by making beads from papier mache or dough which is bakes for durability. Form the beads around skewers. This creates a hole for threading. Paint the beads, and on 4 of the beads they can write the letters: WWJD which stands for "What Would Jesus Do?"

God is Creator - Teacher's topic guide Year 1 Topic: Living and Non-Living

Duration: 5 weeks

Spiritual Awareness: Jesus is the sustainer of life

God has created both living and non-living things. Living things have certain requirements to stay alive. Plants need air, water, sunlight and soil. Humans and animals need air, water, food and shelter. In order to have eternal life there is also a requirement. For humans, having Jesus in our life is just as important as having air, food and water. To maintain our relationship with Jesus we need to stay connected to Him, and to know His word.

Our response to 'God is Creator'

- **Thankfulness** to God for His supernatural ability to create and provide the things we need to live.
- **Trust** in a mighty, supernatural God. Recognize that He is in control of all He has made.
- **Stewardship**: showing care for the universe He has created.

Outcomes: What will the students learn?

- Classify things in the creation as living or non-living.
- Understand the difference between man-made and natural materials
- Recognize the requirements for life: air, water, food, a place to live.
- Understand the difference between Herbivores (plant eaters), Carnivores (meat eaters) and Omnivores (plant and meat eaters).
- Understand that a habitat is the place where an animal lives.

Bible stories and passages

Genesis 1-2 The Creation Matthew 4:1-4 Man shall not live by bread alone. John 6:32-35 Jesus the bread of life John 6:47-51 Jesus, the living bread that came down from heaven John 4:7-30 Jesus, the living water 1 Peter 2:2 God's word as our spiritual food John 1:2 & 14 Jesus is the Word John 3:1-13 Nicodemus

Bible verses

John 15:5 Jesus said, "I am the vine and you are the branches. Whoever remains in my and I in him, will bear much fruit; for you can do nothing without me."

John 6:48 Jesus said, "I am the bread of life."

John 6:51 Jesus said, "I am the living bread that came down from heaven. If anyone eats this bread he will live forever."

John 3:3 Jesus said, "No one can see the kingdom of God unless he is born again."

Key Questions

What is the difference between living and non-living things?

Who gives life? How do we stay alive? What is eternal life? What do we need for eternal life? How do we stay close to Jesus?

Activities

- List some of the things in God's creation, e.g. animals, plant, thunder and lightning.
- Classify these things according to living and non-living.
- List some man-made things. Are any of these living?
- Define a living thing as something that is able to...move by itself; grow; get food and use food; create new beings like themselves. (reproduce)
- Look at the way animals move: creep, crawl, walk, run, hop, swim
- List different animals, including fish, insects, bacteria.
- Explain why a human being is not an animal. Humans can love God, talk to God and give our lives to Him, but animals cannot do this.
- Look at different plants. Explain how a plant gets food.
- Classify living things according to where you would find them...in the soil, in the air, in the sea.
- List non-living things that were once living, e.g. leather, paper, wool, cotton, sausages.
- List man-made things from non-living materials, e.g. glass, plastic.
- Play the game, 'animal, vegetable, mineral': Someone thinks of an object...any object. The other person has to guess what the object is, and may ask questions that require the answers, 'yes' or 'no'.
- Go on a walk in the outdoors environment to look for living and non-living things.
- Make a collection of living and non-living items.
- Make a notebook, draw or describe the items.
- Set up a home for some living animals, making sure to provide them with what they need.
- Make a study of animals that make suitable pets.

Assessment

- Can classify things in the creation as living or non-living.
- Can classify objects into man-made and natural materials
- Can list the requirements for staying alive.

By studying the living and nonliving things that God has created, what understanding have the children have gained about:

- about God
- about doing what God wants us to do
- about the Bible

Υr 1	Attribute of God	Social Studiac/	Literacy	Maths	Phys.ea/ Music	Art and nome skills	values
		Sci/Health					
WEEK	God is Creator	Living & Non- living	Read to your children - 20 minutes everyday.	Use things to count with, like bottle caps or stones	BM song: Couldn't Be Finer (CBF)	Prepare paper, paint, coloured pencils, scissors, glue	Care for the Creation
WK 1	Genesis 1 God made our beautiful world in 6 days.	Days of Creation What did God make?	Level 2 Lessons 9 & 10 3-letter words: men,pen,pig,mop,nod,pop,sit,run sight words – made, make, walk, jump, play Story: Look what I made Revision of known stories	Level 5 cards 9 & 10	Move to music – jump, hop, run on the spot	Draw or paint the days of Creation (Genesis 1)	Care of our world – keeping our world clean; don't waste the things we are given – water, electricity.
WK 2	Genesis 2:11; 2:15; 29-30 We give thanks to God for creating plants	Living and non-living	Level 2 Lessons 11 & 12 Initial sounds –'t' and 'u' – Bible phonics Sight words – Revision from week 1 plus number words one to ten Story: Fish Alive!	Level 5 cards 11 & 12	Go for a walk outside, looking for living and non-living	Make a plant collage, or draw plants that you collect.	food, clothes Care of plants
WK 3	Genesis 2:4-25; Genesis 3 God's beautiful world destroyed by dischedience	Farm animals and baby animals	Level 2 Lessons 13 & 14 Level 2 Lessons 13 & 14 Initial sounds-'v' and 'w' – Bible phonics Sight words – Revision from week 1 plus number words one to ten Storries: Less: One me	Level 5 cards 13 & 14	Play a sport	Make animals from playdough.	Care of pets and farm animals
WK 4	Matthew 6:28-29 Luke 17:11-19 Give thanks for God's creation. (field flowers);	Mammals	Level 2 Lessons 15 & 16 Initial sounds-'x' and 'y' – Bible phonics Sight word – went Stories: Animal homes plus revision of Level 2 stories	Level 6 card 1 & 2	Move like different animals, e.g. elephant, worm, mouse, bird	Draw some animals and create background scenery, e.g.	Care of wild animals
WK 5	The one who said thankyou to Jesus Genesis 1:26 &28 Psalm 139 Human beings are special.	Frogs	Level 2 Lessons 17 & 18 Initial sound- '2' Bible phonics Sound out all 3-letter words Sight words – Revision and test Story: Test – Where am 1?	Level 6 cards 3 & 4	Play "Frogs in the lily pond" jump on (word card)	tiger in the jungle Make cut-out frogs and add concertina folded legs	Caring for people

God is Creator Planning Table

God is Creator Values education Year 1 Care for Creation

Take care of the earth, and the people, plants and animals who live on it Take care to turn lights off. Take care to turn the tap off. Take care to put litter in the bin. Take care of plants. Take care of animals.

Activity

Draw pictures of ways you can care for the earth and living things.

What does the Bible say about caring for the earth?

Genesis 2:15 God put man in charge of the Garden of Eden. Psalm 24: 1 The earth is the Lord's. Psalm 95:1-11 A Psalm about God the creator Hebrews 1:10 You, Lord, laid the foundation of the earth in the beginning, and the heavens are the work of your hands. Psalm 150:6 Let everything that has breath praise the Lord.

Year 1 Art

God is Creator Topic: Living and non-living

Biblical connection: God created all things. Only He can give life. **Bible art as a wall display:** Genesis 1-2 The six days of Creation

1. Painting and drawing

Ask students to:

Collectively paint a scene on a large sheet of paper, as a background to the plants, animals and humans which will come and live in that space. The background needs to include: sky, water and land.

Draw and cut out living things to stick on the painted background.

Make an illustrated book about the six days of creation. Make an illustrated book: *Living or not living; Living Things; Frogs; Mammals*. Use the resources provided.

2. Construction

Use cut and paste activities to represent living and non-living things.

3. Modelling

Make living and non-living things out of dough or clay

God is Creator Thinking Skills Year 1

Living or not living 1 Draw 5 things that are not living.	Living or not living 2 Draw 5 of your favourite living things.
Living or not living 3 What is different about a lizard and a snake? Think of at least 3 things. What is the same about a lizard and a snake? Think of at least 5 things.	Living or not living 4 Think of 5 living things starting with "t". Think of 5 living things starting with "d".
Living or not living 5 Think of 5 things that are not living, starting with "r". Think of 5 things that are not living, starting with "b".	Living or not living 6 Here are 3 things that are not living: sand, a wooden box, a mosquito net. You are going to use these things to make a home for a living thing. Draw the home with the living thing inside it.

God is Wise Year 1 Healthy Food Choices: Teacher's topic guide

God's wisdom is stamped upon His creation. We see this in the rising and setting of the sun, the seasonal changes of nature and the survival mechanisms of the animal kingdom. God is wise in His dealings with people, and for all those who have ears to hear His advice; He gives guidance on the pathway of life. Wisdom means knowing how to live and how to act. We should ask God for wisdom, and obey Him as He reveals His wisdom to us. We can show wisdom in making healthy food choices.

Outcomes: What will the students learn?

- recognise and identify a variety of different fruits and vegetables.
- understand the difference between foods from God's garden, (naturally grown), and foods that man has made or changed.
- explain where foods originate
- explain why food can be healthy or not-so-healthy
- classify foods into animal/plant groups
- classify fruits and vegetables into colour groups
- classify tastes of sweet, salty and sour
- identify smells of foods

Biblical stories and passages

Daniel 2 God gave wisdom to Daniel. Daniel explained the king's dream. Daniel 5 God gave wisdom to Daniel. Daniel explained the writing on the wall. Matthew 7:24-27 The wise and foolish builders (wise choices and decisions).

Bible verses

Col. 2:3 In Christ are hidden all the treasures of wisdom and knowledge.Proverbs 2:6 (GNB) It is the Lord who gives wisdom.James 1:5 Ask God for wisdom and He will give it to you.1 Cor 10:31: So whether you eat or drink or whatever you do, do it all for the glory of God.

Discussion questions:

What are your favourite foods? Why do we need food? How does food help you stay healthy? Which foods help you stay healthy? What is the meaning of 'wise'? What does it mean to be healthy? What do we eat for snacks? Which are the healthiest snacks?

Activities

Make a wall sign

Outline the letters of the words: 'God is Wise' using large open lettering. Select nine children to colour inside the letters, (one letter per child). Display the sign and refer to the meaning of 'wise' and 'wisdom' throughout the unit. ('Wisdom' or being 'wise' means 'knowing the right thing to do, and doing it'.)

What is healthy food?

- Children decide what makes food 'healthy' or 'not-so-healthy'. Does it have too much sugar, too much fat, or too much salt?
- Discuss the problem with eating too much sugar, fat, and salt. (Most children know that sugar is bad for teeth, but don't know that junk food actually prevents the good food from making us strong and healthy.)

Make a healthy food poster

Classify fruits and vegetables according to their different colours.

Each colour is good for our body in some way. Green vegetables help our bodies fight sickness. Orange vegetables are good for our eyes.

Display a variety of fruits and vegetables, or pictures of fruits and vegetables.

Children decide which fruits/vegetables go together.

Children draw fruits/vegetables of their favourite colour.

The tastes of food

Which foods taste sweet? Which are sour? Which are salty?

Children draw foods, grouping them into the three different taste groups, (sweet, salty and sour).

Discuss the difference between the sweet foods from God's garden, (fruits that grow naturally, with nothing added), and sweet foods with added sugar.

Play the 'feeling game'

Place some different foods into separate paper bags. e.g. an orange, an apple, a lemon, a boiled egg, a piece of green vegetable, a whole onion. Children take turns to feel inside the paper bag and guess the food.

Play the 'smell game'

Collect some foods and place them on separate paper plates. Cut fruits so that their smell can be detected. e.g. lemon, orange, an onion cut in half, peanut butter, chocolate. With eyes closed, or blind-folded, children guess the food by its smell.

Observe and draw the shapes of food.

Slice cross-sections of fruits that show circle-shapes, (e.g. oranges, cucumber). Cut watermelon in triangles, cubes or squares. Discuss the shapes of the whole fruit – ball shaped, football shaped, pear shaped. Discuss shapes of the segments of citrus fruits Cut carrot top-to-bottom to show cross-section. Children can draw shapes and make them into pictures of foods.

Selection game

Display pictures of various foods. Ask: "If you are wise, which of these things would you choose to put into your body to keep it healthy?" a) fruit b) vegetables d) fizzy drink e) water f) lollies g) chips Children can draw the foods they would select.

Our Bodies are Marvellous Machines! (For listening and discussion)

"You created every part of me; you put me together in my mother's womb...When my bones were being formed, carefully put together in my mother's womb, when I was growing there in secret, you knew that I was there. You saw me before I was born." Psalm 139:13, 15 & 16

Do you know that our bodies have been designed like amazing machines? All the parts work together wonderfully, to keep us fit and healthy so that we can enjoy life. Do you know who designed that wonderful machine? Yes it was God. As we were growing inside our mother, He made sure that all the parts grew in the right way, until finally, after nine months, an amazingly beautiful baby was born. That was you!

Our bodies are a gift from God. He designed them to be fit and healthy. However, He also wanted **us** to have a part in keeping our bodies healthy. Think about a car. It's also an amazing machine, but not nearly as amazing as out bodies. A car is designed for the owner to care for. If the owner is **wise**, he will give the car the things it needs, like petrol and oil and water.

Our bodies have been designed that way too. Our bodies need things to make them grow and to keep them strong and healthy. Bodies need clean air, clean water and healthy food. We are the caretakers of our bodies. If we are wise, we will give our bodies the things they need, and not the things that will make them sick. A car owner wouldn't put water in the car instead of petrol, and expect it to go properly. There are some things we can put into our bodies that are not so healthy.

Discussion questions:

What does a car need to make it go? We can think of a car as having 'energy'. What do we need for energy? What would happen if you put water into the petrol tank of a car? What might happen if we put too much junk food into our bodies?

Where does the food go? (For listening and discussion)

(Follow the passage of food through the digestive tract. Use a picture of the digestive tract if possible.)

Let's look at what happens when we choose good food and put it into our mouth.

- First we have to chew it really well, because in good food there are good things for our body. Chewing well helps to get the good things out of the food.
- Next we swallow our food and it goes to our stomach. In the stomach there are special liquids that make the food break up into tiny pieces. The food gets mixed and mixed around until it is like a big lot of mush. Maybe it looks a bit like the type of mashed food that babies have.
- Then it goes further down into special tubes (intestines). The good things in the food, that make us strong and healthy, are now very, very tiny. They get taken out of the food mix and go into the blood. The blood goes around our body and gives us energy.
- The part of the food-mix that's left over goes further down the tube and comes out into the toilet. What comes out into the toilet is the part of the food that our body can't use. God has made our bodies wonderfully, so that the good part of the food goes around our body to give us energy, and the rest goes out of our body. What a wonderful machine!

Why do we need water?

Did you know that our bodies are made of mostly water? Our blood is mostly water. Our bodies are made up of tiny little round things called cells. They are so tiny that you could only see them with special equipment. The cells are made of mostly water. They need to get fresh supplies of water every day for us to stay alive. Our cells like pure water best of all. To stay fit and healthy, children who are five or six years old need to drink about five glasses of water every day. We need more water when it is hot, or when we have been exercising. Water is much better for us than juice or sugary drinks.

Discussion questions:

What is a 'liquid'? Can you think of some liquids inside your body? Where does the food go after we swallow it? Why do we need to drink? Which is the healthiest drink? How much water should we drink? When might we need to drink more water?

Planning	Table
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Yr 1	Attribute of God	Social	Literacy	Maths	Phys.Ed/	Art and home	Values
		Studies Sci/Health			Music	skills	
WEEK	God is Wise	Healthy food	Read to your children - 20 minutes	Use things to	BM song:	Prepare paper,	Wise choices
				like bottle	the whale	pencils,	
				caps or stones	(ACS)	scissors, glue	
WK 1	Exodus 20:1-17	Fruit and	Level 3 Lessons 1 & 2		Play with	Shapes of fruits	How do we
	Ten Commandments	vegetables	3-letter words with 'a' in the middle –		others	and vegetables.	know the right
	plus Mark 12:30-31		cat, bat, fat etc.	Level 6 card 5	outside.	Draw them and	thing to do?
		Plant a	Sight words – made, make, up, down,		Getting fresh	think about the	
		vegetable	have		air is a wise	shapes.	
		garden.	Stories: Let's get fit What did God make?		choice.		
WK 2	Ionah 1·1-3	Healthy and	I evel 3 Lecone 3 & A		Evorcico ic o	Holo Mum or	Choosing
		not-so-	3-letter words with 'a' in the middle –		wise choice.	Dad prepare a	healthy foods
	(Jonah disobeys)	healthy	cat, bat, fat etc.	Level 6 card 6	Design an	healthy meal.	
		foods	Sight words – went, sent, all, not, will		exercise		
			Stories: Noah		course and		
			Let's have fun		use it.		
WK 3	Genesis 3	Needs and	Level 3 Lessons 5 & 6		Play a sport.	Draw a 'birds-	Listen to
	Adam and Eve	wants	3-letter words with 'a' in the middle		Drink water	eye-view' (from	parents and
	disobey.	Set up a	Rhyme: Rat with a hat (Make a book).	Level 6 card 7	when you	above) of a table	teachers.
		'shop'. Sell	New Sight Words – came, out		exercise.	of healthy food.	
		and buy only	Revision of sight words				
		healthy	Story: Incy Wincy Spider, plus revision				
		foods.	of all stories so far in Level 3				
WK 4	Genesis 4:1-13	Where does	Level 3 Lessons 7 & 8		Ball skills –	Help Mum or	Other wise
	Jesus obeyed	our food	3-letter words with 'e' in the middle –		throwing,	Dad prepare a	choices: TV,
	(Temptation in the	come from?	leg, beg, get, wet etc.	Level 6 card 8	catching,	healthy meal.	clothes,
	wilderness)		Sight words - big, little, do, for, us		bounding,		choosing to be
			Story: My dog		rolling		kind, truthful
			Revision of know stories				and helpful.

Values education Year 1 God is Wise Making wise choices

To be wise is to know the right thing to do. It is more than being clever. It is knowing how to make the best decision. God is wiser than anyone in the whole universe. He tells us how to make good choices in the Bible.

Making wise choices means...

- knowing the right thing to do, and doing it
- listening to people who are more experienced than we are
- listening to parents and teachers, and doing what they say
- doing what Jesus would do

Activity

Have a selection of foods that are healthy and junk foods. Ask some volunteers to come up and make a wise choice of food for a healthy lunch.

Discussion

What other choices can we make as well as choices of food? E.g.

- what to watch on TV
- what games to play
- what words to choose when we speak (kind or not so kind)
- whether to help or not to help
- what clothes to wear on the week-end
- whether to allow others to play with your toys or not

What does the Bible say about making wise decisions?

Proverbs 3:5-6 Trust in the Lord with all your heart and ask God to show you the right way.

Art Year 1 God is Wise Healthy food choices

Biblical connection: We are thankful to God for the healthy food He has provided through His Creation. We choose healthy food so that we can grow strong and healthy. **Bible art as a wall display:** "So whether you eat or drink or whatever you do, do it all for the glory of God." 1 Corinthians 10:31 (Students can draw healthy food items to cut out and surround the text.)

1. Drawing fruits and vegetables

Ask students to:

Observe and the shapes of fruits and vegetables. Show them cross-sections of fruits that show circle-shapes, (e.g. oranges, cucumber). Cut watermelon in triangles, cubes or squares. Discuss the shapes of the whole fruit – ball shaped, football shaped, pear shaped. Discuss shapes of the segments of citrus fruits.

Draw fruits and vegetables, thinking about these shapes.

2. Drawing a healthy food table

Draw a 'birds-eye-view' of a table of healthy food.

3. Drawing and painting

Ask students to draw cross-sections of fruits and vegetables with crayon or oil pastel. They should show the seeds inside, e.g. watermelon. Then paint inside the shapes with a thin wash paint using the appropriate colours.

4. Painting

Ask students to mime some food activities, e.g. eating hot curry; eating an ice block; eating something sour; eating something delicious. Then paint some favourite foods, or food experiences.

Thinking Skills God is Wise Year 1

Healthy food 1 Draw one of your favourite foods. Now invent a healthier version of this food.	Healthy food 2 What if you could only eat chocolate, because no other food is available. What would be the consequences? Give 3 suggestions.
Healthy food 3 Work out 3 different ways in which this picture could remind us of healthy food.	Healthy food 4 Brainstorm 5 different types of healthy food that taste delicious.
Healthy food 5 The answer is "healthy food". Give 5 questions.	Healthy food 6 Think of a healthy food that most children do not like. Think of 3 ways to make the food taste better, but still healthy.

God is a Servant Year 1 Helping in the home: Teacher's topic guide

Duration: 4 weeks

Spiritual Awareness: Jesus, the willing and obedient servant

Jesus showed us the greatest example of servant-hood. His life was given to helping others, through teaching, healing and helping those in need. He demonstrated the servant heart attitude that God deserves and desires. Although He was a King, He humbled himself as a servant. To be the servant that God desires we need to be willing and obedient, thinking of the need of others before our own.

Values: Our response to 'God is a Servant'

- Service: follow the example of Jesus, the greatest servant
- Helpfulness: being willing to help others and put others before our own
- Appreciation of our family members

Outcomes: What will the students learn?

- understand what it means to be a servant
- outline jobs in the home, and identify jobs that can be done by the students
- identify jobs that parents undertake to serve the family and community
- classify types of jobs done around the home, e.g. cleaning, cooking, laundry, caring for babies and toddlers
- appreciate the preparations involved in serving a meal
- show a willing attitude in serving in the home
- help out with classroom tasks

Bible stories and passages

Luke 2:41-52 A visit to the temple - Jesus obeyed His Heavenly Father.

John 2:1-11 Jesus helped as his mother asked and helped the hosts at the wedding.

Luke 4: 1-13 Jesus, when tempted by Satan, obeyed God.

John 13:3-5 Jesus served by washing the disciples' feet.

1 Samuel 3 The boy Samuel served in the temple. He obeyed Eli, and also obeyed God.

Colossians 3:23 Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.

Bible verses

Ephesians 6:1 Children, obey your parents in the Lord. John 12:26 Jesus said, "Whoever wants to serve me must follow me."

Joshua 24:15 As for me and my house, we will serve the Lord.

Galatians 5:13 In love, serve one another.

Matthew 20:20-28 If you want to be great, then you must be a servant.

Isaiah 1:19 Be willing and obedient.

Key Questions

How do we obey God? What is the meaning of 'serve'? How did Jesus serve? How can we serve Jesus? How can we serve others? How can we serve our family? What should we do when Mum or Dad asks us to help?

Activities

- List jobs done by Mum and Dad in the home.
- List ways of helping with jobs around the home.
- Make a chart showing jobs suitable for younger children, and jobs suitable for older children.
- Draw up a personal 'job chart', in the form of a table, showing different jobs for different days of the week.
- Plan to help Mum or Dad as a surprise. List ideas.
- Discuss what would happen if families did no work at home.
- Draw work activities in the home.
- Classify jobs according to 'inside' or 'outside' jobs.
- Discuss the advantages of working together.
- List the jobs required for serving a meal: washing and chopping vegetables, cooking, table setting, serving food on to plates, clearing and washing dishes.
- Discuss the way in which food is prepared in your family.
- Prepare a meal and appoint children to take part in serving activities.
- Invite guest speakers to talk about their jobs.

Assessment

- Choose one job that needs to be done in the home. Draw a series of boxes and in these boxes, draw/write the steps in doing the job you have chosen, e.g. to clean the floor: Step 1: pick up things on the floor Step 2: vacuum or sweep; Step 3: fill bucket with soap and water; Step 4: mop the floor; Step 5: empty bucket and put mop out to dry
- 2. How has learning about helping at home also taught me...
 - about God?
 - about doing what God wants me to do?
 - about the Bible?

Learning Connections

English: Descriptions of jobs in the home; write about jobs of guest speakers **Science:** properties of materials; bubbles (relates to cleaning); kitchen chemistry (relates to cooking)

Health: safety precautions with cleaning products

Art: drawings of family members

Mathematics: weights and measures required in preparing a meal

Yr 1	Attribute of God	Social	Literacy	Maths	Phvs.Ed/	Art and home	Values
		Studies			Music	skills	
		Sci/Health					
WEEK	God is a Servant	Community	Read to your children - 20 minutes	Use things to	BM song:	Prepare paper	Helpfulness
		servants	everyday.	count with,	A servant for	and pencils	1
				like bottle	Jesus (ACS)		
				caps or stones			
WK 1	Matthew 23:11	Act out some	Level 3 Lessons 9 & 10	Level 6 Card 9	Use the	Helping inside	What is a
	What is a servant?	ways in	3-letter words with 'e' in the middle	- 10	following to	the house –	servant?
	(The servant of all)	which you	Sight words – makes, them, too		make an	Make a list of	
		can help	Story: I hear music		obstacle	jobs and a daily	
		others?	Revision of sight words		course:	schedule.	
			Test story: The fat cat		broom,	Draw yourself	
					bucket, rope	doing jobs.	
WK 2	1 Samuel 3	People who	Level 4 Lessons 1 & 2	Level 6 Card	Throw	As above	Talk about
	Children can work	help us:	3-letter words with 'i' in the middle	11 - 12	objects into		saying thank
	for Jesus (boy	Parents,	Sight words – Revise set 3		a bucket.	Draw your	you to the
	Samuel)	teachers,	Stories: Go crab go		Stand behind	family in size	people who
		friends,	l went for a walk		a line and	order.	help us.
		people in the			throw from a		
		community			distance.		
WK 3	Luke 2:41-52	Helping at	Level 4 Lessons 3 & 4	Level 6 Card	How fast can	Helping outside	What can you
	The boy Jesus	home and	3-letter words with 'i' in the middle	13 and	you do your	the house –	do to help at
		school	Sight words – off, into, across, eat,	revision	job? Time	Make a list of	home or
			under		yourself.	outside jobs.	school?
		At my house	Stories: Jump frog jump				
		small book	Look at me				
WK 4	Genesis 6-8	Helping in	Level 4 Lessons 5 & 6	Level 6 Card	Play	Help someone	Why should we
	We can serve by	the	3-letter words with 'o' in the middle	14 Test	hopscotch	that is not in	help others?
	caring for our world.	community	Sight words – you, does, goes			your family.	
			Stories: Who can help?			Make them a	
			Who will help?			card or gift.	

Teacher's Planning Table God is Wise

God is a Servant Values education Year 1

Helpfulness

Jesus gave Himself to helping those in need. He healed the sick and helped people to understand the kingdom of God. He fed the hungry and comforted those who were sad.

Helpfulness is...

- being willing to help others
- doing useful things for other people
- serving others
- being prepared to do unimportant or unpopular jobs to help others
- knowing when there is a job to be done, and not leaving it to someone else
- not expecting a reward for my work

Activities

- 1. Who is your helper?
- 2. What things do you need help with?
- 3. What should we say to those who help us?
- 4. Make a list of ways in which you can help at home.
- 5. Make a list of ways in which you can help at school.
- 6. Make a list of ways in which you can help in your community, (not throwing rubbish etc.)

What does the Bible say about helpfulness?

Matthew 5:41 The extra mile Ephesians 6:7 Serve wholeheartedly Galatians 5:13 In love serve one another Galatians 6:2 Help to carry one another's burdens

God wants us to serve the people around us: in our families, church, schools, and community. Think of ways you could serve in each of these situations.

FAMILY

- 1. A parent is sick.
- 2. A brother or sister is upset.

SCHOOL or CHURCH

- 1. A classmate is feeling alone and not joining in.
- 2. Your class is misbehaving.

COMMUNITY

- 1. There is a new boy or girl who has moved in to your neighbourhood.
- 2. There is rubbish on the ground at the park.

Art Year 1

God is a Servant Topic: Serving in the home

Biblical connection: Jesus was the greatest servant, and as His followers we show His love by serving others.

Bible art as a wall display: Joshua 24:15 As for me and my house, we will serve the Lord. (Students can draw pictures of themselves doing jobs, and surround the text with their drawings.)

1. Drawing

Ask students to:

- Draw different serving activities your family members do, e.g. hanging out the clothes, working in the garden, sweeping, washing dishes.
- Draw yourself helping at home.
- Draw a picture of all the members of your family. Think about who is the tallest? Who is the smallest?

2. Printing

Use the stamp pad made in the 'myself' topic. Introduce "junk printing" using various things that can be found in the home, e.g. forks, spoons, bottle tops, piece of egg carton and other recycled materials.

3. Cleaning up

Use this opportunity to ask the children to get involved in serving by cleaning up after their art activity.

Practical Science Year 1

Topic: Helping in the home – Kitchen chemistry God is a Servant

When helping with cooking children can observe substances changing:

- from solid to liquid (melting)
- from liquid to water vapour (evaporating)
- from vapour to liquid (condensing).
- Liquid to solid

Solid to liquid: Melt butter; dissolve salt, sugar, jelly crystals

Liquid to water vapour: Boil water

Vapour to liquid: Collect droplets on a saucer above a boiling kettle

Liquid to solid: Freeze ice blocks

God is a Servant - Thinking Skills

Helper 1 Use your imagination. Work out 3 different things this picture could tell about 'being a helper'.	Helper 2 Give 10 ways you can be a helper at home or at school.
Helper 3 How many ways can you help someone who is sick?	Helper 4 The answer is 'servant'. Give 5 questions
Helper 5 What if people did not help each other? Give 3 things that might happen.	Helper 6 Make something for a sick person that will give them something enjoyable to do.

God is Protector Year 1 Buildings: Teacher's topic guide

Duration: 3 weeks

Spiritual Awareness: God is our shelter

For in the day of trouble He will keep me safe in His dwelling; He will hide me in the shelter of His tabernacle and set me high upon a rock. Psalm 27:5

A house is a shelter from wind and rain, from heat and cold. It provides protection from the elements. God is our shelter. He is our Heavenly Father who protects us against the storms of life. God's shelter is invisible. That is, the invisible shelter of His love and care.

Shelters can also provide protection from physical danger. The castle of the Middle Ages, was a refuge in times of attack. Forts and fortresses are also refuges. A refuge is a place where we can go when we are in trouble. God promises to be our refuge and strength. We can trust in God's amazing power and strength. God is stronger than any fortress. He can protect us from danger and evil. He provides us with weapons to fight evil. These weapons are found in the armour of God.

Outcomes: What will the students learn?

- demonstrate some of the principles of building
- explain how climate and materials available, have influenced styles of buildings
- design a house
- compare building techniques and materials
- identify some famous architectural structures around the world
- identify design features in nature

Values: Our response to 'God is a Protector'

- trust God and have faith in Him
- courage: we have peace, and are not afraid because God is with us
- confidence in God as our protector

Bible stories and passages

Matthew 7:24-27 God protected the man who built his house on the rock Esther 1-10 God used Esther to protect His people. 1 Samuel 17:1-58 David and Goliath 1 Samuel 18-19 God protected David against Saul Genesis 6-8 God protected Noah during the Great Flood Psalm 121:5-8 The Lord watches over you Ephesians 6 The armour of God

Bible verses

Psalm 56:3 When I am afraid, O Lord Almighty, I put my trust in you. (GNB) Psalm 4:8 When I lie down, I go to sleep in peace; You alone, O Lord, keep me perfectly safe. Psalm 17:8 Hide me in the shadow of your wings Proverbs 30:5 God keeps every promise he makes. He is like a shield for all who seek His protection.

Key Questions

What is a shelter?
What kinds of shelters are there?
What do these buildings shelter us from?
What kind of dangers does God shelter us from?
What is a fortress?
Why does the Bible say that God is a fortress?
What are the fiery darts that Satan throws at Christians?
How can Christians protect themselves against the fiery darts of Satan?
(Eph.6)
What does God think about war?
What kind of battle does God want us to fight today?

Activities

- Draw your house.
- Make a book about buildings in the local community.
- Visit a nearby building under construction periodically and discuss progress.
- Describe parts of the house: foundations, walls, roof, windows.
- List different building materials. Describe how they are used: concrete, bricks, wood, leaves, metal, plastic, glass, insulation.
- Look at some drawings of house plans
- Design a house and draw up a plan.
- Make models of houses from blocks of wood, cardboard boxes, clay or environmental materials.

Yr 1	Attribute of God	SS/Science/ Health	Literacy	Maths	Phys.Ed/ Music	Art	Values
WEEK	God is Protector	Buildings	Read to your children - 20 minutes everyday.	Use things to count with, like bottle caps or stones	BM song: A Great Big Dad (CBF)	Prepare paper, coloured pencils	Feeling safe Trust
WK 1	Matthew 2 2 Corinthians 6:18 God protected Baby Jesus.	Draw a floor plan of YOUR house.	Level 4 Lessons 7 & 8 3-letter words with 'o' in the middle Sight words – was, good Stories: My five senses Make a book: A frog on a log	Revision Level Cards 1,2 & 3	Walk around the neighbourho od and look at different houses.	Draw a picture of your house, as if the roof was off and you are looking down inside.	How does you family keep you safe? What are some dangers?
WK 2	Exodus 1-2 God protected baby Moses.	Building materials, workmen and their tools. How strong is my construction (science experiment)	Level 4 Lessons 9 & 10 3-letter words with 'u' in the middle Sight words – put, them, after, give, these, where, was Stories: Revision of known stories	Revision Level Cards 3,4 & 5	Running and skipping activities.	Draw pictures of different rooms in your house. Make a book – one page for each room. Draw what is in each room – the kitchen, the bedroom etc.	When do you feel afraid? What do we do when we feel afraid?
WK 3	1 Samuel 17 Psalm 62:5-8 God protected David against Goliath.	Different kinds of houses.	Level 4 Lessons 11 & 12 Revision of all 3-letter words. Revision of all sight words. Story revision Test: The fox and the hen	Revision Level Cards 6, 7 & 8	Play a sport.	Draw some different kinds of houses, some in other countries. Make a book. Make a house out of recycled materials.	Why do scary things happen in the world that God made? (Genesis 2 & 3)

God is Protector Planning Table

Values education Year 1

God is Protector Feeling safe with my family

(Sense of family and community)

I feel safe with my family because...

- My parents love and care for me.
- They tell me to do what is right.
- I love my parents and all the other members of my family
- My family forgives me when I do something wrong, and I forgive when they make a mistake

Discussion and activities

What is a family?

Your close family is your mum and Dad and your brothers and sisters.

Your bigger family includes your grandparents and cousins, uncles and aunts.

Sometimes a family has only one parents. This is when a Mum or Dad has died or has had to go away. God is a Father in Heaven who cares a lot for these families. They can ask Him for special help. Draw a picture of when you feel safe.

Draw the members of your family.

Draw a picture showing how your family keeps you safe.

Bible passages

- Matthew 18:10 Jesus said that the angels in Heaven are watching over the children.
- Matthew 2: 13-15 God protected Jesus as a baby.
- Mary and Joseph loved and cared for Jesus.
- Exodus 2:1-10 Protection of baby Moses.
- Joshua 14:15 Choose this day whom you will serve, but as for me and my house, we will serve the Lord.
- Eph 6:1-2 Children obey your parents in the Lord for this is right.
- Colossians 3:20 Children, obey your parents in all things. This pleases the Lord.

Art Year 1 God is Protector

Topic: Houses

Biblical connection: A house is a shelter from the weather. It protects us from sun, wind and rain. God protects us from danger.

Bible art as a wall display: The house on the rock. (We are protected when we build our lives on Jesus.)

1. Construction

Use recycled boxes to make a 3D construction of choice. Boxes can be held together with glued strips of paper. Decorate with coloured paper and other materials such as bottle tops, pipe cleaners, pop sticks.

Once students have had practice doing free-choice box construction, ask them to make a house.

2. Drawing: Draw your house; Draw some houses that are different to yours.

Practical Science Year 1

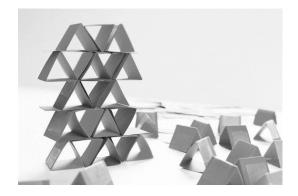
God is Protector

How strong is your building?

The students can experiment with different kinds of building materials and discover how to build a strong structure, e.g. house of cards, wooden blocks, straws and blue tack, hand-made cardboard shapes.

See which shape is stronger... triangle or cube.







Playdough and wooden

God is Protector Thinking Skills Yr 1

Houses 1 The roof on your house is leaking. Draw two different ways you could stop the floor from getting wet.	Houses 2 Think of 5 things in your house starting with "c". Think of 5 things in your house starting with "n".
Houses 3 The three little pigs built 3 types of houses: brick, wood and straw. What was good about the brick house? What are the problems with a straw house?	Houses 4 You are lost in the bush and you have to build a house for yourself. Draw the house you would build using the things around you.
Houses 5 Name 5 things that are not in your house.	Houses 6 Name 10 things you could use when building a house.

God is Truth Teacher's Topic Guide Year 1 Exploring materials Using the senses to discover the truth Duration: 3 weeks

Spiritual Awareness: Using the senses to discern the truth

We can learn to discern what is real and what is counterfeit as we listen to God's voice and get to know God's word. Jesus said, "I am the Way, the Truth and the Life." We use our senses to find out about the world around us. We use our spiritual ears and eyes to find out what God is saying. We can hear what God is saying to us, and God hears what we say to Him. We taste God's word by experiencing the reality of the message. God can touch us when we express our love to Him.

God's truth doesn't change. In the world of manmade and natural materials we see that materials have consistent properties. Glass is always glass. Wood is always wood. Diamonds are always diamonds. Sometimes there are attempts to make substitutes, to make an object look as if it's made of a particular material, but in fact it's not.

In the Christian life we need to be able to discern what is real and what is not; what is truth and what is not. In this unit of study students can test properties of materials to find out whether objects are real or substitute. In the same way we can use the Bible to test ideas to be true or not true.

Outcomes: Students will the students learn?

Properties of materials

- Classify materials from the natural world or man-made
- Identify various properties of materials such as wood, metal, rocks, plastics, pottery, glass, cloth. What makes them suitable for different uses?
- Identify material common objects are made from, e.g. wood, plastic, metal, glass
- Find out which materials float and which materials sink.
- Identify materials and objects that imitate other objects, e.g. plastic flower, plastic drinking cup (looks like glass).
 Magnets
- Observe reactions of magnets in free play and predict which materials will stick to a magnet.
 - The Senses
- Use the senses, (smell, heating, sight, taste, touch) to classify materials.

Values: Our response to 'God is Truth'

- Honesty in all I say and do; never cheat, steal, lie or exaggerate
- **Trustworthiness:** Be true to our word and keep promises.
- Faith in Jesus and the word of God being the source of truth

Bible stories and passages

Matthew 7:13-14 The broad and narrow way Matthew 16:13-17 Jesus asks, "Who am I?" John 10:1-8 The Good Shepherd. The sheep recognize His voice. Matthew 7:15-21 Wolves in sheep's clothing 1 Kings 18:1-40 Which is the true God? God of Israel or Baal? The parables – Jesus told the people listening that they must listen with special ears in order to understand the truth. Psalm 115:4-7 Those who worship idols: "Their gods are made of silver and gold formed by human hands. They have mouths but cannot speak, and eyes but cannot see. They have ears but cannot hear, and noses but cannot smell. They have hands but cannot feel, and feet but cannot walk."

Bible verses:

Psalm 119:103 How sweet are your words to my *taste*, yes sweeter than honey to my mouth.

Psalm 34:8 *Taste* and see that the Lord is good.

John 14:6 Jesus is the Way, the Truth and the Life.

Isaiah 42:8 "I alone am the Lord your God." (GNB)

Matthew 11:15 "He who has ears, let him hear."

John 5:24: Jesus said, "He who hears My words, and believes in Him who sent Me, has eternal life."

Key Questions

How do I know when something is true? What is the opposite to true? How can God help me to know the truth? Who is our shepherd? Who are His sheep? How can the sheep get to know the voice of the shepherd? What did Jesus mean when He said, "Whoever has ears, let him hear"? What did Jesus mean when he spoke about people who had *eyes* but couldn't see? How did Jesus use *touch* when He healed people? What does it mean to *taste* the words of the Lord?

Activities

- List the five senses and the body parts associated with these.
- Classify objects using the senses.
- Discuss how you can't always tell by sight what an object is made of e.g. glass and plastic, and have to use other senses such as touch and sound.
- Test items / materials / substances through safe and appropriate sensory activities e.g.
 Find out whether the following objects are real or artificial: flowers real and artificial;
 glass or plastic drinking vessel; fabrics natural and synthetic.
- Use magnets to detect metals.
- Collect a range of materials made from wood, metal, rocks, plastics, pottery, glass, fabrics and identify their properties using observation, prior knowledge and experimentation
- Make a chart and list the properties

WOOD: Comes from trees; Strong and flexible; Used to make paper; can float **METAL:** found in the ground; sometimes mixed with rocks; strong, hard shiny **ROCKS:** found in the earth; found on the beach; some are hard e.g. granite, some are soft e.g. chalk (limestone)

PLASTICS: made from oil; can be coloured; strong; can be made into any shape; waterproof

POTTERY: made from clay which is shaped then heated to make it hard; strong but can shatter

GLASS: man made; can be made into different shapes; hard and can shatter; waterproof

FABRICS: made from fibres woven together; some are natural e.g. silk and cotton; some are man-made e.g. nylon; they are used to make clothes

- Classify materials according to natural or man-made.
- Discuss how different properties make materials suitable for different uses
- Discuss where you might use each material and where the materials are found
- Play the 'animal, vegetable, mineral' game where someone is chosen to think of an object. Children take turns to ask this person a question with the goal of guessing the object. The questions asked must be questions than can be answered with 'yes' or 'no', e.g. "Is it animal?" "Is it vegetable?" Is it mineral?" Is it made of plastic?" "Is it made of metal?" etc.
- Conduct floating and sinking experiments and ask children to predict whether a material will float or sink.
- Conduct experiments to see if a material is porous or waterproof.
- Draw a picture of something made of your favourite material, and write a sentence about its properties.
- Make a model of a river using the natural things (For example, leaves for the river, seeds or twigs for trees)
- Make a model of a building using man made things. (For example, plastic blocks, cardboard boxes.)
- Detect **smells** of substances while blindfolded or eyes closed, e.g. lemon, orange, onion, perfume, spice.
- Identify objects in a bag by **feeling**.
- Feel water at different temperatures ice, cool, warm
- Discuss *Braille* and how it helps blind people to read. Make a message in *Braille* by pricking holes in thick aluminium foil, e.g. a pie plate.
- Discuss the needs of blind people.
- Discuss and build a vocabulary for different textures soft, hard, spongy, rough, smooth.
- Listen to and identify various sounds.
- **Observe** features of materials using the eyes.
- Make a chart to show how we found out about a particular item.
- Discuss dangers of eating or drinking things without knowing what they are, e.g. pills; cleaning agent in a wrong bottle.

Magnets

- Supply a selection of different sizes and types of magnets (e.g. horseshoe, bar, ring), and a selection of objects (both magnetic and non-magnetic, made from wood, plastic and metals)
- Discuss what students already know about magnets and ask questions about them, e.g. Does everything made of metal stick to a magnet?
- Free play children explore a variety of different magnets and objects (both magnetic and non-magnetic) including paperclips in jars/bowls of water. Can they get the paperclip out of the water without getting their hands wet? Experiment with different kinds of metal aluminium, copper, steel
- Ask children to draw up a table to record their predictions and findings, e.g. Will a plastic cube object to a magnet or not?
- Use magnets to separate impurities, e.g. pencil shavings from a tin of pins; sawdust from iron filings
- Fishing game the children use magnetic fishing rods (ring magnets tied to string) to fish for cardboard fish with a paperclip attached.
- Strength using paperclips children find out if all magnets can hold the same number of paperclips. Are big magnets always stronger than small magnets?
- Make a magnet by stroking and magnetic induction

Assessment

- can draw an object made of plastic, wood, glass, metal
- can draw an object that can be picked up by a magnet
- can draw the body parts associated with the five senses
- What has been learned from the study of senses about God and the Bible?

Yr 1	Attribute of God	SS/Science/ Health	Literacy	Maths	Phys.Ed/ Games/ Music	Art and home skills	Values
WEEK	God is Truth	Exploring materials	Read to your children - 20 minutes everyday	Use things to count with, like bottle caps or stones	BM song: The house on the rock (ACS)	Prepare paper, coloured pencils, scissors, glue	Finding out what is true
WK 1	Acts 5 Telling the Truth Ananias and Sapphira	Floating and sinking science experiments	Level 5 Lessons 1 & 2 'll' as in bell, fill, doll 'ck' as in sack, stick Sight words – Revision Stories: Swim duck swim Revision of known stories	Revision Level Cards 9,10,11	Hitting the target Use your eyes to aim a ball at a target.	Make a poster on the 5 senses. Draw eyes to see; ears to hear, nose to smell, fingers to feel, tongue to taste.	How do we know what is true?
WK 2	2 Kings 22-23 Josiah the boy discovers God's laws written on scrolls, and tell Israel God's truth that had been forgotten.	Finding out about magnets	Level 5 Lessons 3 & 4 'th' as in thick, thin 'sh' as in ship shop Sight words – Revision Number words one to ten Stories: Counting Ants God made the light	Revision Level Cards 12,13,14	Stop when the music stops. Walk around while music is playing. Listen carefully for when it stops.	Find things around the house that will or will not stick to a magnet. Make a list.	Who can we trust to help us know what is true?
WK 3	Matthew 7:24-27 Build your life on the truth (House on rock)	Using the five senses to find out what is true	Level 5 Lessons 5 & 6 'ch' as in chip, chop 'ng' as in song, thing Sight words – colour words Stories: Hide the baby The shepherd boy	Revision Level Cards 15,16	Play the feely game. Guess what different things are by feeling them while blindfolded	Make a texture collage of different things that you can feel – hard, soft, rough smooth etc.	How can we use our five senses and our brain to find out what is true?

God is Truth Planning Table

Values education Year 1 God is Truth

Finding out what is true (Life-long learning)

To find out what is true we need to ...

- Listen to others
- Learn from people who know what is true
- Find out what the Bible says about the things we are learning
- Find out about things using our five senses

How could you find out if the following things are true?

A friend tells you that there is no school tomorrow, but you haven't heard about it. (Ask your teacher)

A friend tells you that fizzy drinks do not rot your teeth. (Ask a dentist)

Your Sunday School teacher tells you that God made the world. (Listen to, or read what God says in the Bible.)

Your teacher tells you that an apple will float in water. (Do an experiment.)

Your teacher tells you that a nail will stick to a magnet but sand will not. (Do an experiment with a magnet and find out.)

How else can we find out what is true?

Use our five senses: sight (eyes); hearing (ears); smell (nose); touch (fingers); tongue (taste)

We can also use our brain to think carefully about whether something is true or not true.

Discussion

Who should we believe? What is the problem with believing everything?

Bible passages

- Proverbs 2:6 Only the Lord gives wisdom. Knowledge and understanding come from Him.
- Matthew 7:13-14 The broad and narrow way.
- John 14:6-7 I am the way, the truth, the life.
- Acts 4:12 There is no other name by which we are saved.
- John 10:1-18 The Good Shepherd.
- Matthew 7:15-21 Wolves in sheep's clothing.
- John 18:37 Everyone that is of the truth hears my voice.

Practical Science Year 1 God is Truth Topic: Exploring materials Sink or Float?

Sometimes the best way to find out if something will sink or float is just to try it. Gather up some objects from around your house to test their sinking or floating abilities. Make sure all of the items you pick can get wet!

What You Need:

- a large container of water (use a bucket, or fill up a sink)
- lots of small objects of different weights and materials (plastic, metal, wood, foil, Styrofoam)
- a few larger objects
- worksheet
- pen

What You Do:

- Look at the objects you collected. Draw a picture of each one in the boxes on the left side of the worksheet.
- Make a prediction about each object do you think it will sink or float in the water? (To make a prediction means to say what you think will happen.) Mark your prediction on the worksheet for each item (circle float or sink).
- Drop the objects into the water one at a time. Watch what happens to each one. Did you predict correctly? Circle "float" or "sink" next to each object on the sheet to show the results of your experiment.

What Happened:

Even though some of your items seemed very light (things like a paperclip or a button), they still sank in the water. Some objects that might have seemed sort of heavy (like a wooden block) probably floated. That is because whether an object sinks or floats in water doesn't just depend on its weight or size. It also depends on its density. Density is a measure of how solid something is. All things are made up of tiny particles called molecules. If the molecules inside an object are very close together, the item is solid, or dense. If the molecules are farther away from each other, the object is less dense, or less solid. An example of a very dense item is a penny. A cork is less dense.

A coin, paperclip, or button sank because the materials they are made of (metal or plastic) had more density than water. (Their molecules are closer together than water molecules are.) A cork, piece of wood, or Styrofoam floated because those materials have less density than water. All the objects that were less dense than water floated in the water! Objects that had more density than the water sank.

http://www.hometrainingtools.com/a/sink-and-float-science-projects

Practical Science Year 1 Topic: Exploring Materials Does an Orange Float or Sink?

Does an orange float or sink when placed in water? Seems like a fairly straight forward question, but is it? Give this fun density science experiment for kids a try and answer the question while learning a unique characteristic of oranges.

What you'll need:

- An orange
- A deep bowl or container
- Water

Instructions:

- 1. Fill the bowl with water.
- 2. Put the orange in the water and watch what happens.
- 3. Peel the rind from the orange and try the experiment again, what happens this time?

What's happening?

The first time you put the orange in the bowl of water it probably floated on the surface, after you removed the rind however, it probably sunk to the bottom, why?

The rind of an orange is full of tiny air pockets which help give it a lower density than water, making it float to the surface. Removing the rind (and all the air pockets) from the orange increases its density higher than that of water, making it sink.

Density is the mass of an object relative to its volume. Objects with a lot of matter in a certain volume have a high density, while objects with a small amount of matter in the same volume have a low density.

http://www.sciencekids.co.nz/experiments/orangefloatorsink.html

Practical Science Year 1

Topic: Exploring materials Magnets

What you need:

- Clear plastic container
- Magnet
- Metal objects like hair pins, nuts and bolts, paper clips and pipe cleaners
- Non-metal objects like pencils, paper, carboard, or objects made of plastic or glass

Directions:

- Place the collection of metal and non-metal objects into the container.
- Allow the students to take turns using a magnet. Allow them to experiment with free play.
- Then ask them to predict which objects will stick to the magnet.
- Why did the pipe cleaners stick to the magnet?
- Help them to draw conclusions.
- Record results
- Place ONLY iron objects in a flat glass dish.
- Hold up the dish and ask them to move objects along holding the magnet under the glass.
- Help them to draw conclusions.
- Record results

Why does it happen?

A magnet gives out a magnetic field (a force) that attracts certain metals: iron, cobalt, nickel.

http://www.schoolofdragons.com/how-to-train-your-dragon/science-activities/science-activities-kindergarten

Further extension:

Were some objects too heavy for the magnet? A magnet can be weak or strong. What does this mean?

Make your own magnet

You can make a magnet from your (permanent) magnet. Take a nail and rub it over the magnet in one direction 50 times. See if it picks up paper clips.

Art Year 1 God is Truth Topic: Exploring materials

Biblical connection: We can use our five senses to find out about materials. We can use our five senses to find out whether something is true or not true.

Bible art as a wall display: 1 Kings 18:1-40 Elijah and the prophets of Baal. Make a mural of the two stone altars, one without fire and one with fire. "Who is the true God?"



1. Exploring the properties of clay

- What can you do with a lump of clay?
- Use the finger and thumb to pinch it.
- Press into it with knuckles.
- Roll it into a ball
- Pull it apart, join it back together, stretch it, flatten it
- Make a hollow in the lump.
- Create the following shapes: tall, thin, round, fat, flat, curled, wide, twisted, short.
- Make a snake.
- 1. Explore the properties of paint
- Thick paint, (thickened with flour or starch)
- Thin paint can be blown with a straw

2. Explore the properties of paper

Students can experiment with the following techniques using cut paper to build up a picture:

- Cutting paper strips
- Coiling paper strips
- Fringing
- Making a fan (concertina folding)
- Making a coil (cutting around and around a circle shape in a snail shell formation)
- 3. Explore the properties of construction materials such as cardboard, plastic and wooden sticks.

God is Truth Thinking Skills Yr 1

Magnets 1 The family knives and forks have fallen into a pile of rubbish. Invent a machine that will separate and sort out the knives and forks from the rubbish.	Magnets 2 You have been locked out of the house and the spare key is inside on the key rack. Work out how to get into the house using: •a magnet •a broom •a piece of wire
Magnets 3 Find 5 things in common between: a magnet and a drink bottle	Magnets 4 Find 10 different uses for a magnet.
Magnets 5 Invent a game that uses a magnet on a piece of string.	Magnets 6 Design a new magnetic toy by combining: a magnet and a steel can

God is Lord and King Teacher's topic guide Year 1 Christmas

Duration: 3 weeks

Spiritual Awareness

At Christmas we celebrate Jesus who God sent into the world to save us. Through His birth and death, we have eternal life and peace with God. He is our redeemer.

Our response to 'God is Lord and King'

Because God is Lord and King I will... Ask Jesus to forgive me for my sin Invite Him to live in my life Make Jesus Lord of my life Live with Him forever Thank Him for what He did on the cross Thank Him that I am His child Tell others that they can have eternal life

Bible references:

Bible stories and passages

Matthew 1:18-25; Luke 2:1-40 – The Birth of Jesus Matthew 2:1-12 – The Visit of the Magi Luke 2: 8-20 – The shepherds and the angels Matthew 1 – Descendants of David through Jesus Christ Numbers 24:17 – Star of Jacob, Star of David

Memory verses

Luke 2:11 – For unto you is born this day, in the city of David, the Saviour, who is Christ the Lord.

Matthew 1:21 – "Mary will give birth to a son, and you are to give Him the name Jesus, because He will save His people from their sins."

Isaiah 9:6 – A child is born to us! A Son is given to us! And He will be our ruler. He will be called "Wonderful", "Counselor", Mighty God", Eternal Father", Prince of Peace".

Isaiah 26:3 You, Lord, give perfect peace to those who keep their purpose firm and put their trust in you.

Social Studies

Make a study of different countries around the world. Compare the weather in different countries at Christmas time.

Find different countries and continents on the world map.

Do all people of the world celebrate the birth of Jesus at Christmas? Why or why not?

Year 1 Values education God is Lord and King Faith and love

Faith: The birth of Jesus Christ tells us that, there's a God who loves us and has a plan for our lives because He made us. When we really believe that the Bible is true, we can say we have faith.

Love: The purpose of Christ's birth was for him to come into the world, to grow up in a human family, and later die on the cross, so that He could take the wrong things that we all do.

John 3:16 says, "For God so loved the world, that He gave His only Son, and that whosoever believes in Him shall not die, but have eternal life". This is how much God loves us. He loves us so much that He sent His only Son Jesus. And this is how much Jesus loves us – so much that He was willing to die for us.

What does the Bible say?

Dear friends, if this is how God loved us, then we should love one another. 1 John 4:11

Yr 1	Attribute of God	SS/Science/ Health	Literacy	Maths	Phys.Ed/ Music	Art and home skills	Values
WEEK	God is Lord & King	Christmas; The World map	Read to your children - 20 minutes everyday	Use things to count with, like bottle caps or stones	Songs/ drama:	Prepare paper, paint, coloured pencils, scissors, glue	Faith Love
WK 1	Luke 2 Christmas – The birth of Jesus	Learn about the world map. Show	Level 5 Lessons 7 & 8 'ing' as in jumping 'bl' as in blink; 'br' as in brick	Revision Level Card 17 & 18	Away in a manger	Make a nativity scene.	Why do we celebrate Christmas?
		your country and the land of Israel where Jesus was born. Learn place names: e.g.	'ng' as in song, thing Sight words – colour words Stories: I can hear I can help		Make up a nativity play and act it.	Prepare costumes for the nativity play.	What can we do to remind ourselves and others that Jesus was God's son, yet born as a
		Bethlehem					human baby?
WK 2	Luke 2 The Shepherds	Compare life in Bible	Level 5 Lessons 9 & 10 'cl' as in clap, clip; 'cr' as in crack	Revision Level	Make up a song that	Make some paper angels.	How can we show love and
		times with how we live	'dr' as in drip, drop Sight words – revision	Card 19	tells of the birth of	Make some	kindness at Christmas
		today. Explore food, clothes, houses.	Stories: Butterflies Revision of known stories, e.g. "Baby Jesus is born" and "Follow that Star" from Level 2.		Jesus.	Christmas cards with special love messages for others.	time?
WK 3	Matthew 2 The Wise men	Plan for your upcoming Christmas dinner. Make a shopping	Level 5 Lessons 11 & 12 Revision of spelling words and sight words Story: Test – The little red hen	Revision Level Card 20 (test)	Put on a concert. Sing, and use some percussion	Make Christmas decorations. Make some food and gifts to	When we say "We believe in Jesus", what do we really mean?
		1131.			instruments such as rice shakers.	give to others.	

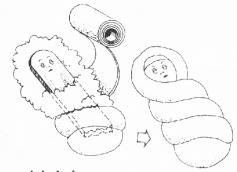
God is Lord and King Planning Table

Christmas Art Year 1

Cut-out Christmas angels





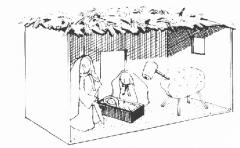


Nativity scene

Make a nativity scene using plastic bottles dressed up as people. The bottles are dressed with fabric. Clothes pegs are another alternative. Animals for the stable are made from vegetables and toothpicks. Pop-stick baby.



Clothes-peg figures.



A finished nativity scene.

Pop-stick nativity scene



Tell the story of Jesus birth using stones





God is Lord and King Thinking Skills

Christmas 1 Draw a Christmas tree. Now redesign it by using the following steps: B – make one part bigger A – add something extra R – replace one part with something else	Christmas 2 Brainstorm 5 ways of helping your family get ready for the Christmas day celebration.
Christmas 3	Christmas 4
Use this picture to tell the Christmas story.	The answer is
	"the Christmas star". Make up 5 questions.
Christmas 5	Christmas 6
Make some new and interesting Christmas decorations for your tree.	Give 10 different uses for Christmas cards.