

Work Pattern Summary

Cover	Done in class. Discuss at home.
Page 1	Started in class. Discuss and complete at home.
Page 2	Started in class. Discuss and complete at home.
Pages 3 & 4	Started in class. Discuss and complete at home.
Pages 5 & 6	Started in class. Discuss and complete at home.
Pages 7 & 8	Started in class. Discuss and complete at home.
Pages 9 & 10	Started in class. Discuss and complete at home.
Pages 11 & 12	Started in class. Discuss and complete at home.
Pages 13 & 14	Started in class. Discuss and complete at home.
Pages 15 & 16	Started in class. Discuss and complete at home.
Pages 17 & 18	Started in class. Discuss and complete at home.
Pages 19 & 20	Started in class. Discuss and complete at home.
Pages 21 & 22	Home. Follow up in class.
Pages 23 & 24	Started in class. Discuss and complete at home.
Pages 25 & 26	Home. Follow up in class.
Pages 27 & 28	Home. Follow up in class.
Pages 29 & 30	Discuss in class. Discuss and complete at home.
Page 31	Home. Follow up in class.
Page 32	Home. Follow up in class.
Page 33	Home. Follow up in class.

Advice to Parents

God - The Friend And Neighbour.

The junior programme is built around 6 booklets which share one common theme

***The God we love reveals himself to us
through the wonderful world he has created for us .***

EACH BOOKLET IS LIKE A PIECE OF JIG-SAW PUZZLE gradually building a picture, an understanding of life and life processes appropriate to the developing child.

The aim of the children's booklet :

Intended as a natural follow on from God - the Great Provider, since both booklets are covered by the same age group of children (Year 5).

We continue to learn about life processes and life relationships and through this we learn more about our Heavenly Father - his "character" and the way he intended us to live, as revealed in the example he gave usJesus.

A close study of rabbits (in the first half of the pupil's booklet) develops not only the understanding of how the miracle of producing new life occurs, but also, the importance of "the community" side of life -

- * no fighting with each other,
- * sharing - food and land,
- * looking after each other - warning of danger etc.

and eventually asks, "Wouldn't it be nice if all humans lived with such values?"

This becomes the thread which links the rest of the pupil's booklet as we examine what it means to be a good friend and neighbour.

The parable of The Good Samaritan is central to this section as we seek to answer the questions, "Who is my neighbour?"

Page 26

Help your child to complete the tasks in pencil. Do not worry if you cannot fill in all the answers as the work will be covered in class.

Page 27

Discuss the meaning of the story. Try to answer the question, "Who is my neighbour?"

Page 28

Discuss LOVE and the many forms it can take.

"These are the three things that last ~

faith, hope and love ; and the greatest of these is love."

(1 Cor. Ch.13)

Pages 29 & 30

Extend the idea of loving and caring for others.

How can we show our respect for others?

How can we show our concern for others?

WHY SHOULD WE CONCERN OURSELVES WITH THE NEEDS OF OTHERS ?

These pages offer a chance to discuss attitudes towards other races, religions and cultures.

Are we selective when it comes to who we will / will not support?

Page 31

Can your child remember the stages of the life cycle?

Page 32

Help your child to complete the prayer before colouring the border.

Page 33

Well isn't He?

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Page 33

Well isn't He?

Pages 13 & 14

Discuss the responsibility of being a parent (food, warmth, protection).

Complete the tasks:

(Missing word: FOUR)

Pages 15 & 16

It is important that the child realises that mammals feed their young on milk from the mother's body.

Pages 17 & 18

Discuss work done in class.

Encourage careful colouring of the picture.

Pages 19 & 20

Revise pages 3 - 20 to make sure that your child understands the rabbit cycle. Can your child see the difference between the male and female? (see pages 3 & 4)

Encourage careful colouring and labelling.

Page 21

Is the rabbit our friend and neighbour? Are we friends & neighbours to the rabbit? Discuss the thoughts and facts with your child.

Pages 22

Discuss the "give & take" of good relationships ; it takes two to develop a friendship.

Pages 23 & 24

Help your child to "choose well" when selecting pictures of role-models, people we admire, people we look up to etc. to stick in the box (pg. 23).

Encourage an honest response when completing pg. 24.

Page 25

A chance to think about what **really** matters in a friend and (more importantly) what should NOT matter(eg. colour).

Hopefully, the answers uncovered will help both parents and children to identify with -

- * the teachings of Jesus Christ, and the way God intended us to live together (in friendship and love),
- * membership of our own community and the important role we can play in the community,
- * the needs of the wider community and the support we give through local/national charities to help the young, the aged, the homeless, the handicapped etc.,
- * the basic needs of people living in other parts of the world, and the importance of our actions - as individuals and as members of a Christian community - in helping 'our fellow man', through prayers and charitable works.

Through discussion and work with your child it is hoped he/she will understand and appreciate:-

1. The love and friendship which continues to come to us from God, and which should be part of our lives.
2. The miracle of new life and the responsibilities of parenthood.
3. The true value of friendship.
4. A deeper understanding of love
5. The value of the parish community and respect for those who make up our multi-racial, multi-faith wider community.
6. That we are all God's children, and as such should look to help one another.

NB. Parents are reminded that any aspect of the children's workbook can be further developed at home to whatever level of understanding you feel to be suitable/appropriate to your child.

Advice to parents

Junior Book 4 ~ **God - The Friend And Neighbour**

General Advice

1. Please avoid the use of felt pens and wax crayons for colouring.
2. Stick type adhesives are better than messy glues.
3. Teachers will indicate which work is to be done at any given time; **please do not go beyond the page(s) set.**
4. Try to encourage the children to take care of the booklet and to take pride in their work.
5. Please return the book to school on time. When the book is completed it will be sent home for you to keep and, so that it might be referred to when necessary.
6. Please try to encourage correct colour schemes (e.g. no pink elephants) and help them to colour neatly.
7. A Work Pattern Summary can be found at the back of this booklet.

The most important piece of advice is to talk to your child about this work making the discussions as wide as you feel appropriate.

Advice to parents

Inner Cover

Discuss the quotation, considering the variety of creatures from the tiniest to the largest. Bring the discussion closer to home with familiar creatures from the local environment and their own experience.

Page 1

Discuss the language on the page, bringing out ideas that emerged in class discussion. What can your child tell you about the page?

Page 2

Discuss how and where rabbits live, emphasising the fact that they are social animals looking after each other in the community.

Pages 3 & 4

Read the page together, making sure the child understands it. Discuss the difference between male and female.

Answer to Question (Kittens).

Pages 5 & 6

Discuss in class

Discuss and complete at home.

Pages 7 & 8

Take the opportunity to look back at how life began for the flower, stickleback and the swallow. Discuss what has been said in class and make sure that your child understands it.

Complete the tasks:

1. **Answer** - To feel e.g. the size of an opening to allow the body through.
2. **Answer** - They help it to protect itself; it can hear over a longer distance.

Pages 9 & 10

Discuss what has been said in class. Does your child understand it?

Pages 11 & 12

Link with the swallow partnership of male and female working closely together to prepare for the birth of the young. Both share the responsibility.

Answer to question

They kick back the earth which is dug out by the forefeet.

Encourage correct colouring.