Children's involvement in bold.

Music for start and end of collective worship: DISNEY SING-ALONGS | You're Welcome - Moana Lyric Video | Official

Disney UK - YouTube

Song : Give Thanks with a Grateful Heart (ASL Cover) - YouTube

	LED BY?	THEME	Learning Intention	RESOURCES/display
Monday		Remembering to say thank you	To thank God for all he does for us.	Ask – has anyone said thank you to anyone yet today? Take examples. Look at Ephesians 5 v 19-20 quotation below and discuss what it means. Ask how can we give thanks to God? Introduce the song for the week – start to practise the signs to match the lyrics and
Tuesday		Remembering to say thank you	To express gratitude for those who help us.	return to this all week. Talk to the person next to you about your favourite foods. We will learn more next week about our foods and how they get to us, but who brings us food every day? E.g.: Families, Dinner staff. Discuss how we take our dinner staff for granted. How can we show our appreciation to them more? Can anyone think of a Bible story where food was provided? E.g.: Loaves and fishes/ feeding of Five thousand. JESUS FEEDS THE 5000 - YouTube
Wednesday		Remembering to say thank you	To learn from the story of the Ten Lepers.	Values for Life p 146,7 Using the Man who came Back – from the Lion Storyteller Bible – act the story out with 10 play figures. Count from 1-10 and Jesus at one end of the road. Retell the story. Ask them what this tells us about being thankful.
Thursday				Celebration Assembly
Friday		Remembering to say thank you		Have available six rubber quoits with the laminated words 'Thank you' (or 'Thanks') strapped to each. Secure the words to the quoits with short cable-ties or string.
				1. State that you will illustrate this by creating a chain of thanks. Proceed

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	along the following lines, using the children's real names.
	Here are Jude and Rajan. Rajan had lots of bags to carry into school and Jude helped by carrying one. Rajan said, 'Thank you'.
	Produce the first thank-you quoit for Rajan and Jude to hold between them, like a link in a chain.
	Jude was pleased to be Rajan's friend.
	As Jude and Rajan went into their class, Sian held open the door. (Sian joins the two boys.) 'Thank you,' said Jude.
	Produce the second thank-you quoit for Jude and Sian to hold as a link between them.
	'You're welcome,' said Sian.
	'Would you like me to hand out the books?' Sian said to the class teacher, Mr Abrahams. 'Thank you,' he replied. 'That would be good.'
	Produce the third thank-you quoit for Sian and Mr Abrahams to hold as a link between them.
	2. Later, Becky didn't understand her work. Mr Abrahams came to her table and explained what she had to do. 'I see now,' said Becky. 'Thank you very much.'
	Produce the fourth thank-you quoit for Mr Abrahams and Becky to hold as a link between them.

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	 (Pause to ensure that the children understand the point that is being made. The chain of thanks shows people being joined together to become a caring class and a strong team. Remind the children of the points made in Step 2 above, and then continue the story by joining others to the chain.) 3. At playtime, Becky was alone. Ingrid came to ask if she wanted to join in a game. 'Thank you,' she replied. 'I'd like that a lot.' Produce the fifth thank-you quoit for Becky and Ingrid to hold as a link between them.
	 When the bell rang, everyone went inside, but Ingrid couldn't find her bag. It had fallen from her peg. Sam helped her to find it, and she was very relieved. 'Thanks, Sam,' she said. Produce the sixth thank-you quoit for Ingrid and Sam to hold as a link between them. 4. Emphasize the point that saying 'thank you' creates a strong sense of belonging. Stress that forgetting to say 'thank you' can discourage others and break the chain. Conclude by challenging every child to become part of a chain of thanks.

