

Assembly themes Term 6 – June 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
W/b 1.6.15			Whole school assembly – welcome back and expectations.	School council and eco-squad to talk to their classes. SC to provide questions. Notes to be brought back to school council meeting. - 1 st part	Singing practice – LRi to plan and lead – 3 songs with a summer theme to be practised during assemblies. Please make sure Year 5s have list of songs for starts of assemblies during the rest of the term.
w/b 8.6.15 Making the most of our opportunities.	Whole School Assembly- Joyce and Esther	KS2 Assembly assembly Story linked to Monday's assembly theme JW	FS and KS1 assembly Story linked to Monday's assembly theme + Song NK	Celebration Assembly CBr	School council and eco- squad to talk to their classes. SC to provide questions. Notes to be brought back to school council meeting - 2 nd part
		KS1 to hold class assemblies discussing Monday's assembly theme	KS2 to hold class assemblies discussing Monday's assembly		
w/b 15.6.15 Magna Carta Week	Whole School Assembly Story – Magnus Carter A fable about justice and liberty	KS2 Assembly assembly Story linked to Monday's assembly theme MM	FS and KS1 assembly Story linked to Monday's assembly theme + Song ED	Celebration Assembly CBr	Class Assembly DB Lion
		KS2 to hold class assemblies discussing Monday's assembly theme	KS1 to hold class assemblies discussing Monday's assembly theme and Monday's story		
w/b 22.6.15	Whole school assembly Family Trust	KS2 Assembly assembly Story linked to Monday's assembly theme GG	FS and KS1 assembly Story linked to Monday's assembly theme + Song HD	Celebration Assembly CBr	Class Assembly VR - Tiger
		KS1 to hold class assemblies discussing Monday's assembly theme	KS2 to hold class assemblies discussing Monday's assembly theme and Tuesday's story		
w/b 29.6.15	Whole school assembly Talent spotting SCH	KS2 Assembly assembly Story linked to Monday's assembly theme JH	FS and KS1 assembly Story linked to Monday's assembly theme + Song IG	Celebration Assembly CBr	Class Assembly JW - Fox
		KS1 to hold class assemblies discussing Monday's assembly theme	KS2 to hold class assemblies discussing Monday's assembly theme and Tuesday's story		

6.7.15	Whole School Assembly Teamwork SCH	KS2 Assembly assembly Story linked to Monday's assembly theme RH	FS and KS1 assembly Story linked to Monday's assembly theme + Song LG	Celebration Assembly CBr	Class Assembly GG - Badger
		KS1 to hold class assemblies discussing Monday's assembly theme	KS2 to hold class assemblies discussing Monday's assembly theme and Tuesday's story		
13.7.15	Whole School Assembly Facing change SCH	KS2 Assembly assembly Story linked to Monday's assembly theme KE	FS and KS1 assembly Story linked to Monday's assembly theme + Song DB	Celebration Assembly CBr	Class Assembly RH - Hedgehog
		KS1 to hold class assemblies discussing Monday's assembly theme	KS2 to hold class assemblies discussing Monday's assembly theme and Tuesday's story		
20.7.15	Whole School Assembly Summer SCH	KS2 Assembly assembly Story linked to Monday's assembly theme CMi	FS and KS1 assembly Story linked to Monday's assembly theme + Song VR	Year 6 Leavers' assembly 9.15am	
		KS1 to hold class assemblies discussing Monday's assembly theme	KS2 to hold class assemblies discussing Monday's assembly theme and Tuesday's story		

Talent Spotting

Aims

To encourage us to acknowledge our own and others' talents (SEAL theme: Good to be me).

Preparation and materials

Prepare an image showing the three points listed in the 'Time for reflection' section at the end and have the means to display it during the assembly (optional).

Assembly

1. Explain that today the focus will be on thinking about our special talents – the things that we are really good at and make each of us special.
2. Tell the children about some of your special talents or those of some of your friends or family. Then ask, 'How about all of you? Turn to the person next to you and talk about some of your special talents.'

Take some of the children's responses.

3. Say that you are going to tell them a story from the Bible. This story is from the Old Testament part of the Bible and is about a young man called Joseph.

Joseph's special talent

Joseph had rather an unusual talent: he could work out what other people's dreams meant. At first, this talent did not make him very popular, but, in time, he used it to help many people.

Joseph was the youngest of 12 brothers, but he was not very popular with them because he was his dad's favourite. His dad, Jacob, bought him a very special coat of many different colours and his brothers' jealousy grew.

Joseph also had some dreams that made him even more unpopular with his brothers. He dreamt that all 12 of them were bundles of wheat and the bundles of wheat bowed down and worshipped the bundle of wheat that was him. Then he dreamt that they were all stars and, similarly, the stars bowed down and worshipped him as though he were a king.

His brothers hated him so much after these dreams that they sold him as a slave, put some goat's blood on his special coat and took it back to their father, Jacob, telling him that Joseph had been killed. Jacob was so sad that he could not stop crying.

Meanwhile, Joseph arrived in Egypt and worked hard for a man called Potiphar. Potiphar's wife was rather jealous of Joseph and had him thrown into prison. This was really hard for Joseph, but his special talent for knowing what dreams meant came in very handy there. A fellow prisoner had a dream about some grapes and Joseph told him that he would soon be leaving prison, which is exactly what happened. Another prisoner had a dream about some loaves of bread and Joseph told him that he would soon be killed by the king and, unfortunately, this also happened.

Not long after this, the king of Egypt started having some dreams and nobody could work out what they meant, so Joseph was brought from the prison to see if he could. Joseph told the king that his dream about seven fat cows and seven skinny cows meant that there would be seven years of excellent crops followed by seven years of famine, so the king should store up food for his people during the seven years of good crops.

The king was so impressed with Joseph's talent for working out what his dream meant that he released him from prison immediately.

Seven years of good crops were indeed followed by seven years of famine, but the people of Egypt were saved because the king had taken Joseph's advice and put him in charge of storing up plenty of food during the good years.

Where Joseph's family lived, however, there was famine. All their food ran out and they were starving. Eventually, Jacob sent Joseph's brothers all the way to Egypt to buy flour for bread.

Joseph recognized them, but pretended he didn't and gave them a bit of a tough time. His brothers did not recognize Joseph, but did all he asked. Then Joseph told them who he was, that he forgave them and would give them food to eat. He also asked that they send a message to his old dad, Jacob, to tell him his son, Joseph, was still alive.

Time for reflection

This is a very interesting and exciting Bible story and I've only told you a short version of it, missing out quite a few of the details.

Why did I choose this story for an assembly about special talents and about the fact that it's good to be you? There are three main reasons and I would like you to think about them.

Display the image of the list below, if using.

1. Joseph had a rather unusual talent, but it was definitely a talent and it made me wonder if some of you might have an unusual talent.
2. To start with, a lot of people didn't think that telling others what dreams meant really was a talent. It was only later in the story when others told the king about Joseph that people started to acknowledge the value of his talent and this made me wonder if we sometimes need to acknowledge our own and other people's talents more than we do.
3. Life was hard for Joseph for a while, but, eventually, when he used his talent to help others, he could definitely say, 'It's good to be me!'

Now, I've got another idea for you to think about.: 'How could you help someone else work out what their special talents are?'

Take some of the children's answers.

Prayer

Dear Lord,

Thank you that we all have special talents.

Please help us to acknowledge the talents of our friends and family and always use our talents for the good of others.

Amen.

Teamwork

Aims

To consider what makes for a good team (SEAL theme: Relationships).

Preparation and materials

Find an image of the Twelve Apostles with their names and have the means to display it during the assembly as you read the story (optional).

Prepare an image showing the two suggestions listed in the 'Time for reflection' section at the end and have the means to display it during the assembly (optional).

Familiarize yourself with 'The 12 Apostles Song' by Ishmael, Kids Praise Party 1 (Spring Harvest, 2012), ready to sing it at the end of the assembly.

Assembly

1. Explain that today you want everyone to think about how we get on with different types of people and what that means in relation to teams.
2. Ask the children to think about the person sitting next to them. What things are the same? After a few minutes, ask them to volunteer a few of their answers.
3. Then ask them about the things that are different (such as their height, colour of their hair and so on).

Again, have the children share a few of their answers.

4. Go on to say that you might think that, because they are all members of the same school, they would be very similar, but the truth is they are all unique and different. Everyone has different interests, different tastes, different opinions, different habits.

The fact that they are all so different makes for a very interesting school because all those differences put together make a strong team, as long as they can all get on well together.

5. Say that you are now going to tell them a story from the Bible about Jesus picking his team – a team that is made up of lots of different types of people. In the New Testament part of the Bible, we can read many stories that tell of all the different types of people Jesus had as friends, but one story in Luke 6, which is in the New Testament, tells us that Jesus selected 12 very special friends to be his apostles.

Jesus chooses the Twelve Apostles

Jesus climbed to the top of a big hill with his disciples and, when they got to the top, he chose 12 of them to become his apostles. He said:

'I have asked you to come with me today because I have chosen you to be my very special friends. In fact, I'm going to give you a special name, too: I'm going to call you my apostles.'

The 12 men looked at each other, wondering what Jesus meant, but not quite liking to ask him. Jesus seemed to guess what was on their minds because he went on to say:

'I want you to travel round with me. I also want you to tell other people about me and I will give you the ability to do some truly wonderful things in my name.'

Display the image of the Twelve Apostles, if using.

The names of those 12 men were Simon Peter, his brother, Andrew, James and his brother, John, Philip, Bartholomew, Matthew, Thomas, another James, another Simon, Judas and Judas Iscariot. For three years, they travelled around with Jesus, doing all the things Jesus had told them they would do.

6. Explain that we do not know very much about all of the Twelve Apostles, but we do know some things. Simon Peter and Andrew were brothers, as we just heard, as were James and John, and they were all fishermen; Simon Peter was also a bit of a loudmouth who didn't always stop to think about what he was going to say; Matthew was a tax collector; Thomas often doubted things and asked lots of questions and Judas turned out to be not quite such a good friend after all, because he betrayed Jesus to the soldiers.

Other people were quite surprised that Jesus chose some of these men to be his special friends, but Jesus did choose them, differences and all! They became a great team – in fact, they became a world-changing team and learned to accept each other's differences and worked well together.

Time for reflection

I have been wondering what we can learn from today's story that could help us to become a strong team in this school. I have come up with two suggestions:

– learn to accept people who are different from you – it is having all the different sorts of people here that makes this school such an interesting place to be

– notice somebody who is good at something you are not so good at and say, 'Well done!' to them for what they are doing.

Ask the children to sit quietly for a few seconds to think about your suggestions and consider what they could do about them.

Prayer

Dear Lord,

Thank you that you chose all different kinds of people to be in your team.

Thank you that there are so many different kinds of people here in our school.

Please help us all to be a strong team together.

Amen.

Facing Change

Aims

To encourage children to express their feelings and be positive about moving to a new school or class (SEAL theme 7: Changes).

Preparation and materials

Create an image of the lists of questions given in the 'Assembly', Step 2, and have available the means to display it and the other images mentioned below during the assembly. You may also like to create an image of the suggestions as to what the children could learn from the stories given in Step 4.

Also have available the following images:

- puzzle with one piece missing, available at: www.gettyimages.co.uk/detail/photo/blank-jigsaw-puzzle-with-one-piece-missing-close-up-royalty-free-image/200535512-001
- patchwork quilt, available at: <https://creativewritingibiza.files.wordpress.com/2014/07/patchwork-quilt.jpg>
- modern tapestry, available at: www.moonrain.ca/images/Curtain_of_Light1_abComp482642.jpg
- informal photo of a group of schoolchildren.

Finally, create an image, too, of the words of the Gaelic blessing given as the prayer in the 'Time for reflection' part of the assembly. Prepare actions or Makaton signs as well, if desired.

Have available the song 'I can do all things' by Jim Bailey (on Spring Harvest's Kids Praise 2005/06, ICC) and the means to play it at the end of the assembly.

Assembly

1. Explain that, during this assembly, everyone will be thinking about the fact that the children will all soon be moving to a new school or a new class. Say that you will all be considering some of the changes facing them and thinking about how they are feeling about all these changes.
2. Ask the children to think about the following questions. Explain that there will be one set of questions for those in Reception and Years 1 to 5 and a separate list of questions for those in Year 6.

Show the image of the lists of questions.

Reception and Years 1 to 5

What things will you most miss about your present class?

What things are you most looking forward to about your new class?

Is anything making you feel a bit nervous about your new class?

Year 6

What things will you most miss about this school?

What things are you most looking forward to about your new school?

Which subject are you most looking forward to and why?

What things are you most concerned about or feeling a bit nervous about when you think about your new school?

Listen to some of the children's responses, particularly those in Year 6.

3. Thank the children for being so honest, especially when talking about the things they are feeling a bit nervous about.

Say that it's quite natural to feel a little anxious about change, but it's good to talk about your feelings and realize that, in fact, lots of other people are feeling exactly the same as you are.

Continue by saying that you are going to tell them two short stories, both from the Old Testament part of the Bible. Both stories, you feel, could offer them some tips for coping with change.

4. Explain that the first story is about a young man called Daniel.

Daniel

Daniel was taken to a foreign country as a young man and everything must have felt very strange and scary for him. The customs, traditions and beliefs there were different from his, the people spoke a different language and they even ate different sorts of food.

In this situation Daniel stayed calm, he made some wise choices and he trusted that God was with him. Things didn't improve immediately, but, after a while, Daniel became a leader in this new country.

Ask the children, 'What could we learn from this story?' Suggest that they try to stay calm and allow themselves a little time to settle in and get used to all the new things.

5. Explain that the second story is about a time when God's people were going to go and live in a new place called the Promised Land.

The Promised Land

The people had been travelling for many years to get to this place, so, once they arrived, twelve of them were sent on ahead to see what it all looked like. They found lots of good fruit growing there, but they also saw that the cities were huge and the people who lived there were enormous, too.

Ten of the twelve explorers became very scared, but two of them, Joshua and Caleb, were really excited about all the possibilities in this new land and they reminded the others to trust God and remember that they would be OK with God on their side.

Again, ask the children, 'What could we learn from this story?' Suggest that they try to look on the positive side of things, like Joshua and Caleb did, and not on the negative side, like the other ten explorers did. Encourage them to try and think of all new things as exciting possibilities.

Show the image of the suggestions, if using.

Time for reflection

Explain to the children that you are now going to show them four images that could represent trying to fit into a new situation.

Display the images of the puzzle, quilt, tapestry and group of schoolchildren.

Ask the children to look at the images and decide which one they would most like to remember to help them think about fitting in as they go to their new school or class in September.

After a short period of silence, ask them to each share their answer with the person next to them. Listen to a few of their answers.

Prayer

Display the image of the Gaelic blessing.

Explain that the words for today's prayer are from a traditional Gaelic blessing and you want for them to read them together, doing the actions or Makaton signs as well, if desired.

May the road rise up to meet you.

May the wind be always at your back.

May the sun shine warm upon your face;

May the rains fall soft upon your fields and until we meet again,

May God hold you in the palm of His hand.

Amen.

Happy Summer!

Aims

To look at how each of us has a part to play in making summertime happy for everyone.

Preparation and materials

You will need a baton used in relay races (any tube will do if you don't have one) and a daisy chain or a paper chain.

You might also like to have available the YouTube video Dropped baton, showing athletes dropping the baton in the Olympics, and the means to show it during the assembly (available at: www.youtube.com/watch?v=6asJ2q4XWPs). It is 0.29 minutes long.

Assembly

1. Explain that you are going to describe two different types of day and you want the children to imagine how they might feel on each of them. Make sure your voice makes the first scenario sound miserable and the second exciting!
2. Begin by describing a cold, wet, dreary day. It is raining so much that you can't go out to play. For example, 'When I woke up one Saturday morning, it was still very dark outside. I climbed out of bed, and opened the curtains. Outside it was pouring with rain – it looked miserable. I got my clothes on and went downstairs. My mum was there, looking sad. "We were going to go out today," she said, "but it's so wet and dreary that we'll have to stay here. At least you can do your homework all day!"'

Ask the children how they think they would feel in that situation.

3. Now describe a different day. For example, 'I woke up one morning and the sun was streaming through my curtains. I leapt out of bed, opened the curtains and threw open the window. Outside the birds were singing and the beautiful scent of a nearby blossom tree wafted towards me. I ran downstairs and out into the garden. It was a beautiful day. "I think we'll play here for the morning," Mum called from the kitchen, "then maybe we'll go to the beach for an ice-cream!"'

Ask the children how they think they would feel on a day like this.

4. Hopefully the children will have described feeling sad and disappointed in response to the first scenario and happy and excited in response to the second.

Point out that the weather can have a big effect on how we feel. Often children love the summer term in school, when they can play on the field and feel warm and happy outside. Explain that 'happy summers' are about much more than good weather, however!

5. Ask about eight children to come to the front and then position them at equal distances from each other around the edge of the room.

Give the first child the baton or tube and explain that the eight children are going to run a relay race in slow motion. (If the children are not familiar with what a relay race entails, explain what it is first.)

When the 'race' has been completed, explain that each child had to pass the baton on to the next. In the same way, our feelings can be passed on to other people. If we shout at someone, it is likely that that person will feel angry and upset and he or she may well then shout at someone else, that person will then feel angry and pass it on and so on. If we don't let someone play

with us, they could feel upset and may take that feeling out on someone else who would like to play with them. Other people often follow our examples.

6. Explain that, in the same way, we can also pass happiness on to one another. If we are kind to someone, that person is likely to be kind to another person and so on. If we let others play with us, they are likely to follow our example. Even a smile is likely to be passed on as, if we make someone feel happy, that person is likely to make the next person happy and so on.

7. Hold up the daisy chain or paper chain. Explain that many people like to sit and make daisy chains in the summer or paper chains at Christmas. They look beautiful when they are first made, but they are also very fragile. Snap the chain, showing how easily it breaks.

Explain that, in the same way, people's happiness can be easily broken. People's feelings can be easily hurt. Point out that sometimes it only takes something little to turn people's happy summer's day into a sad one.

8. Challenge the children to think about their actions. Are they passing on happiness to others this summer? Are they thinking about others' feelings and trying their best to keep people 'joined together' in a happy chain rather than a sad one?

Time for reflection

How could you make someone else happy today?

Have you made someone sad recently? Do you need to go to that person and say sorry and put things right?

Remember, we all have our part to play in making each other's summers happy! There is something very special about making other people happy – it makes us feel great, too!

Prayer

Dear God,

Thank you for all the people who make me happy.

Thank you for beautiful summer days when we can play outside and feel warm and excited.

Please help me to do my part to make everyone else's summer happy.

Thank you that I can bring happiness to others in something as simple as a smile.

Amen.