

## Long Term Plan for Religious Education for Primary Schools in Chester Diocese

**Autumn Term 2b      Christian Concept: Incarnation      Theme: Christmas**

Year Group	Enquiry Questions	Essential Knowledge	
<b>FS</b>	Why do Christians perform nativity plays at Christmas?	<b>New Testament</b>	Welcoming a king Luke 1:26-38; 2; 1-20; Matthew 2:1-12
		<b>Christian Practice</b>	Nativity plays
<b>Y1</b>	What can be learnt about Jesus from the nativity story?	<b>New Testament</b>	An angel visits Mary Luke 12: 26-38 Angels visit the shepherds Luke 2:8-20 Herod and the magi Matthew 2:1-16a
<b>Y2</b>	What does the visit of the magi tell Christians about Jesus?	<b>New Testament</b>	The visit of the magi Matthew 2:1-12
		<b>Christian Practice</b>	Epiphany
<b>Y3</b>	Why do you think there are different stories about Jesus' birth?	<b>New Testament</b>	Nativity stories Luke 1: 26-28,2:1-7,2:8-20 Matthew 1:17-25; 2:1-24
	Why is Advent important to Christians?	<b>Christian Practice</b>	Advent customs
<b>Y4</b>	What is good news for Christians in the Christmas story?	<b>New Testament</b>	God's promises to Elizabeth and Zechariah Luke 1:5-80 Simeon and the presentation of Jesus at the temple Luke 2:21-39
		<b>Christian Practice</b>	Feast of Candlemas and the Nunc Dimittis Luke 2:29-32 Christmas carols
<b>Y5</b>	Why are titles given to Jesus at Christmas time?	<b>Old Testament</b>	Titles of Jesus: 'Emmanuel' (God with us) Isaiah: 7:14 'Wonderful Counsellor'; 'Mighty God'; 'Eternal Father'; 'Prince of Peace' Isaiah 9:6-7
		<b>New Testament</b>	Titles of Jesus: 'Emmanuel': Matthew 1: 18-25; 'The Word': John 1:1-18
<b>Y6</b>	How do different artists show what is important about the Incarnation?	<b>Christian Belief</b>	Artistic images from around the world. Possible images: 'Annunciation to the Shepherds from Bamberg Apocalypse' 1000 ad; 'Adoration of Magi': Peter Paul Reubens 1624; 'Nativity' Paul Gauguin Tahitian setting 1896
	How do different global communities show what is important about the Incarnation?	<b>Christian Belief</b>	Christmas customs: UK; Sweden; Kenya; Philippines

EYFS UNIT Autumn 2b: Incarnation		Concept: Incarnation		Medium Term Plan FS
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why do Christians perform nativity plays at Christmas?	<p>The children will learn</p> <p>The Christmas story.</p> <p>About some of the reasons why Christians perform nativity plays at Christmas.</p> <p>(eg to celebrate Jesus' birth; to show the scene of first Christmas; to show Jesus is a special kind of king to Christians).</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging</b> <i>(Some children)</i></p> <p>I can begin to retell some of the Christmas story. I can make a link between nativity plays and the Christmas story.</p> <p><b>Expected</b> <i>(All children)</i></p> <p>I can retell the Christmas story. I can talk about how nativity plays help Christians remember and celebrate the birth of Jesus.</p> <p><b>Exceeding</b> <i>(Few children)</i></p> <p>I can identify and talk about the different characters in the Christmas story. I can make several links with modern nativity plays and suggest why they are performed at Christmas.</p>	<p><b>Lesson 1</b></p> <p>Explain to the class you are going to tell them a story that happened a long time ago that is recorded in the Bible. Show them a Bible. Tell the story of the first Christmas interactively from the Bible using props in a Godly Play style. Luke 1:26-38 Matthew 2:1-12.</p> <p>Sit the class in a circle and spread out a cloth. Tell the story using toy people; animals; straw; angel; stable; sheep; manger. You may want to engage the children in the story by giving them actions or sounds, eg hiding their faces when the angel appears. Stop at certain points eg the angel appearing to the Mary or the shepherds. Ask: What do you think happened next? Then show the class a suitable video of the story. The Beginners Bible version is useful but use selected scenes</p> <p>(3:20-25:00)</p> <p><a href="https://www.youtube.com/watch?v=y1yzpevCwNc">https://www.youtube.com/watch?v=y1yzpevCwNc</a> OR</p> <p><a href="http://request.org.uk/festivals/christmas/the-first-christmas/">http://request.org.uk/festivals/christmas/the-first-christmas/</a></p> <p><a href="http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-christmas-story">http://www.bbc.co.uk/cbeebies/stories/lets-celebrate-christmas-story</a> (story told using sand drawing)</p> <p>In the play corner provide figures from the story eg Play Mobil people; small world construction; costumes and props. Let the children retell the story to each other in pairs.</p> <p>Ask: Who do you think was most important person in this story?</p>	<p>king</p> <p>Jesus</p> <p>Joseph</p> <p>Mary</p> <p>nativity play</p> <p><b>Resources</b></p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>YouTube or video clips of the first Christmas</p> <p>nativity play props for telling the story</p> <p>small world construction</p> <p>Play Mobil nativity</p> <p>nativity set</p> <p>Christmas nativity</p>

			<p>Why might this still be an important story today?</p> <p><b>Lesson 2-3</b></p> <p>Recall the story from the previous lesson. Ask: What can you remember about the important story we heard in the last lesson? Show the children selected pictures of the story and ask them to put them in the right order as they happened in the story. Ask the class to imagine different scenes from the story eg the shepherds visited by an angel or the wise men following the star. Ask the class to show you an action or a facial expression of a character at certain points in the story. Ask the children to tell you what that character might have been thinking about Jesus then. Draw the scenes and record the thoughts of the characters.</p> <p>Show the class a nativity set by asking the children to take a figure out of a bag and describe who it is from the story. Ask each child to place each character in the story into a 'stable' (eg wooden box). As they do so ask the rest of the class what part of the story this character is from. Complete the nativity scene. Ask: Who do you think was most important person in this story? Draw out the answer: Jesus.</p> <p>Ask: How can we show he is the most important? Arrange the figures to show Jesus is the most important figure. Explain many Christians have nativity sets in their homes and churches.</p> <p>Jesus is always put in the centre of the stable to show how important he is. Ask: How did the shepherds and the 3 kings show</p>	<p>costumes</p> <p>Christmas pictures of the characters in the story</p> <p>nativity play photographs</p>
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how important he was to them?

Explain that this is such an important story that people retell it every year at Christmas time. Explain that they do this by creating plays called nativity plays about Jesus' birth.

Show the class a video of a nativity play. Use your own school video or a parents video from other year groups or see:

<https://www.youtube.com/watch?v=KIAJuGBxC3Q>

Ask: Why do you think that people put on nativity plays at Christmas time? Why is the nativity play so special? Draw out the idea of celebrating Jesus' birth by remembering and acting out the first Christmas showing how important Jesus is to Christians.

#### **Lesson 4**

Dress a group of the children as characters from the Christmas story. Tell the story again. Ask the children in costume to act out the story as you do. Stop at different places in the story. Ask the characters and the rest of the class what they may have been thinking and what might happen next. Provide some simple props. Ask groups of children to act the story. Ask: How did you show Jesus was important in your play? Ask: Why do you think that Christians put on nativity plays at Christmas time?

Draw out the idea of celebration; remembering and showing how important Jesus is to Christians. Explain Jesus is seen as a special

			<p>kind of king. Reflect together on how the kings and shepherds show this in the story.</p> <p><b>Assessment</b></p> <p>Split the class into groups of 4.</p> <p>Give them copies of enlarged school nativity play photographs. You may have your own in school or you can find some at <a href="http://www.herefordtimes.com/pictures/galleries/nativities1/11/">http://www.herefordtimes.com/pictures/galleries/nativities1/11/</a></p> <p>Ask each group to match up the photographs to words and/or simple sentences that describe and explain why the nativity plays are performed.</p>	
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<b>KEY STAGE 1 UNIT</b> Autumn 2b: Incarnation		<b>Concept: Incarnation; good news; salvation</b>		<b>Medium Term Plan Year 1</b>
<b>KEY QUESTION</b>	<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Activities</b>	<b>Key Vocabulary</b>
<b>What can be learnt about Jesus from the nativity story?</b>	<p><b>The children will learn:</b></p> <p>Some facts about Jesus from the Christmas story,</p> <p>(eg where he was born; his birth was good news; he is called saviour; the angels appeared to Mary and then the shepherds who were at first afraid).</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can retell most of the Christmas story. I can suggest one thing that can be learnt about Jesus from the Christmas story.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can retell almost all the parts of the Christmas story studied. I can describe several things that can be learnt about Jesus making reference to the parts of the story studied.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can place the events studied in context of the entire</p>	<p><b>Lesson 1</b></p> <p>Recall with the class the story of the first Christmas. Ask: What can you remember about the important story of the first Christmas? Ask: Can anyone tell us the story? Ask for volunteers. Ask the class to order pictures/cards of the Christmas story.</p> <p>Explain as a class you will be looking at three parts of the big story in more detail and acting as story detectives looking for what can be learnt about Jesus. Display a large Jesus on a wall and explain you will be putting and collecting ideas about Jesus on to it during the next few lessons.</p> <p><b>An Angel visits Mary Luke 12:26-38</b></p> <p>Display a simple version of the story on the class whiteboard.</p> <p><a href="http://www.whychristmas.com/story/the_christmas_story.shtml">http://www.whychristmas.com/story/the_christmas_story.shtml</a></p> <p>Tell the story of the angel appearing to Mary interactively using puppets and props from Luke's gospel. Ask: What was said about Jesus in this part of the story? eg Mary was his mother; he would be called the Son of God.</p> <p>Show a cartoon of this part of the story reading out the text as</p>	<p>magi</p> <p>Son of God</p> <p>Christ</p> <p>good news</p> <p>shepherd</p> <p>angel</p> <p><b>Resources</b></p> <p>suitable pictures telling the Christmas story or Christmas cards.</p> <p>large cut out figure of Jesus</p> <p>puppets/props/toy people</p> <p>video links of each story</p>

		<p>Christmas story. I can describe what can be learnt about Jesus from the parts of the story studied and make links to ideas from the rest of the story.</p>	<p>each slide appears. See <a href="http://www.whychristmas.com/christmasstory/">http://www.whychristmas.com/christmasstory/</a></p> <p>Every time they hear information about Jesus ask the class to should wave at you or make some kind of signal.</p> <p>Stop at the slide at the point when Mary agrees to let it happen as God directs. Ask the question again: What was said about Jesus in this part of the story? Record ideas together on the wall display.</p> <p><b>Lesson 2</b></p> <p><b>Angels visit the Shepherds Luke 2: 8-20</b></p> <p>Display a picture of a dark starry night on the whiteboard as children come in. Ask: Have you ever been really afraid of something? Have you ever heard any really good news? Discuss. Have you ever been outside on a dark starry night in the countryside? Discuss what it was like. Explain you are going to look at part of the Christmas story that had people in it who were afraid, outside on the hills on a dark starry night but who had some good news.</p> <p>Go into the school hall or a large space. Ask the children to sit comfortably on the floor and close their eyes. Tell the story imaginatively as a guided visualisation from Luke 2 asking the children to imagine they were on the hills with the sheep, (if possible have some toy sheep as props). Then act out what the shepherds were doing on the hills and their reaction when the angels appeared. Let half the class act as the shepherds and half as the angels. If possible play a song about the angels visiting the shepherds to reinforce the ideas or retell the story</p>	<p>Bible Text: Luke 12:26-38 Luke 2:8-20 Matthew 2:1-16a child's version of the Christmas story</p> <p>starry night image school hall toy sheep Lion Storyteller Bible</p>
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			<p>from the Lion Storyteller Bible.</p> <p>Ask: What can we learn about Jesus from this story? Draw out: his coming was good news; he would bring joy to everyone; he would be called a saviour (rescuer); he would also be called Christ the Lord (anointed by God for a special task). Display on the wall each of the new ideas learnt about Jesus. Ask: How would you explain the new information to someone who had not heard it before. Think, Pair, Share. Ask the pairs to design a newspaper page with headline and picture showing something this event showed about Jesus.</p> <p><b>Lesson 3</b></p> <p><b>Herod and the Magi Matthew 2:1-16a</b></p> <p><b>NB This story will be explored in more depth in Year 2 so only a light touch is needed here.</b></p> <p>Have a selection of boxes wrapped in Christmas paper. Ask: What was the most precious gift you have ever had?</p> <p>If possible, provide some gold (eg wedding ring) some incense and some perfumed lotion to represent myrrh. Use the senses to explore how these items are used today eg touch, smell.</p> <p>Display a suitable image of the visit of the magi to the stable on the whiteboard and read the story from the Bible or watch</p>	<p>guided visualisation of the story</p> <p>small card with collected information</p> <p>newspaper headline template</p>
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			<p>a video at:  <a href="http://www.topmarks.co.uk/christmas/NativityStory.aspx">http://www.topmarks.co.uk/christmas/NativityStory.aspx</a></p> <p>And/or watch selected scenes (start at 14:11 to 25:00) from  <a href="https://www.youtube.com/watch?v=y1yzpevCwNc">https://www.youtube.com/watch?v=y1yzpevCwNc</a></p> <p>Explore the story.</p> <p>Ask: Why did the wise men want to find Jesus? What did King Herod think of their visit to him? Why didn't the wise men go back to visit King Herod? The wise men brought 3 gifts of gold frankincense and myrrh. Ask: Why might they have brought these specific gifts? (These will be explored in more detail in Year 2) What questions would you ask the wise men about Jesus if you had been there? Discuss.</p> <p>Give small groups a copy of the story in words and simple pictures.</p> <p><a href="http://www.topmarks.co.uk/Christmas/NativityStory.aspx">http://www.topmarks.co.uk/Christmas/NativityStory.aspx</a></p> <p>Ask: What new information did we find out about Jesus from this part of the Christmas story? Ask the groups to underline the new ideas. Feedback. Draw out that Jesus:</p> <ul style="list-style-type: none"> <li>• was born in Bethlehem;</li> <li>• was to be called king of the Jews;</li> <li>• was recognised as important by the wise men;</li> <li>• was not liked by Herod.</li> </ul> <p>Display the new information on the large figure of Jesus on the wall. Read out all the different parts of the information collected. Distribute amongst the children the information collected on small pieces of card. Ask the children to think of</p>	<p>video</p> <p>age appropriate version of Christmas story</p>
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			<p>any questions they might have about the information. Ask: Can you think of a question starting with: What? Where? When? How? Who? Why? Explain that sometimes we have puzzling or difficult questions we don't always know or can definitely find out the answer to. Give an example: How did the magi know where to go to find Jesus?</p> <p><b>Assessment</b></p> <p>Remind the class of the 3 parts of the Christmas story they have looked at in the previous lessons. Give each child a small cut out figure of Jesus with some of the information collected previously written on the figure. Ask the class to write next to the figure the three parts of the story looked at and to match up the different parts of the Christmas story they studied to the information given. Match the amount of written content to ability.</p>	<p>small pieces of card with facts collected about Jesus written on</p> <p>a cut out figure of Jesus</p>
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<b>KEY STAGE 1 UNIT</b>		<b>Autumn 2b: Incarnation</b>		<b>Concept: incarnation, Kingdom of God</b>		<b>Medium Term Plan Year 2</b>	
<b>KEY QUESTIONS</b>	<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Activities</b>		<b>Key Vocabulary</b>		
<b>What does the visit of the magi tell Christians about Jesus?</b>	<b>The children will learn:</b>	<b>By the end of this unit:</b>	<b>Lesson 1</b>		king		
	<p>What the visit of the magi tells Christians about Jesus.</p> <p>Why Jesus is considered a king by Christians.</p>	<p><b>Emerging</b> <i>(Some children)</i></p> <p>I can talk about Jesus as a king.</p> <p>I can retell the Christmas story.</p> <p><b>Expected</b> <i>(All children)</i></p> <p>I can describe what people can learn from the Christmas story about Jesus the king</p> <p><b>Exceeding</b> <i>(Few children)</i></p> <p>I can suggest a number of reasons which explain why Christians think Jesus is a</p>	<p>Ask: How do you welcome a king? Discuss. Invite a mother in who has just had a new baby. Discuss the welcome they received with the mother.</p> <p>How does the world get ready for a royal birth? (Link with Will &amp; Kate if appropriate).</p> <p>Ask: How do we celebrate with them and at home when a new baby arrives?</p> <p>Explain Jesus was seen as someone different and known as a king even before he came.</p> <p>Ask: Was Jesus the same type of king or different than our royalty? Think, Pair, Share. Feedback.</p> <p><b>Lesson 2</b></p> <p>Recall the Bible story of the first Christmas by ordering the story using Christmas cards.</p> <p>Tell the Bible story of Jesus' birth from the magi's perspective Matthew 2:1-12. Show a video clip from YouTube. Part 1: the magi visit Herod's palace: <a href="https://www.youtube.com/watch?v=-OUyfbaWRZ8">https://www.youtube.com/watch?v=-OUyfbaWRZ8</a></p>	<p>gold</p> <p>frankincense</p> <p>myrrh</p> <p>magi</p> <p><b>Resources</b></p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>YouTube clips</p> <p>Miracle Maker clip</p> <p>Christmas cards</p> <p><a href="http://www.biblegateway.com">www.biblegateway.com</a></p>			

		king.	<p>Part 2: The magi visit the stable and decide not to go back to Herod. See selected scenes from:</p> <p><a href="https://www.youtube.com/watch?v=2YpkdzErlao">https://www.youtube.com/watch?v=2YpkdzErlao</a></p> <p>or use suitable clips from the Miracle Maker film.</p> <p>Study the visit of the magi to King Herod’s palace.</p> <p>Ask: Why didn’t he want Jesus as king?</p> <p>Role play. Hot seat Herod. Write a letter in groups explaining what Herod should really do and why Jesus might be an important king.</p> <p><b>Lesson 3</b></p> <p>Explore the story in more depth.</p> <p>Freeze frame different scenes of the Christmas story focusing on Jesus’ birth from kings perspective</p> <p>Matthew 2:1-12.</p> <p>Ask: What gifts did the magi bring? Why? Why did they choose to bring gold, frankincense and myrrh? Can the children suggest reasons for their choice? How could they find out? Research.</p> <p>Ask: What does the visit of the magi tell Christians about Jesus? Why might Christians today believe Jesus was an important king? Discuss.</p> <p>Explain Christians have a special celebration called the Feast of the Epiphany usually held on January 6<sup>th</sup> to remember the king’s realisation that Jesus was God</p>	<p><b>Background Notes: Possible symbolism of the gifts:</b></p> <p><i>Gold</i> was a precious valuable commodity in biblical times. It could have financed Joseph and Mary’s trip to Egypt. Gold was also a symbol of divinity throughout the Bible. The <u>Ark of the Covenant</u> was overlaid with gold (<u>Exodus 25:10-17</u>). The gift of gold to Jesus was symbolic of His divinity—God in flesh.</p>

			<p>incarnate.</p> <p><b>Background</b></p> <p>In Christianity, the Epiphany refers to a sudden realization that Jesus Christ is the Son of God. Churches generally celebrate the visit of the magi and the revelation they had of the incarnation of the infant Christ, at the Feast of the Epiphany.</p> <p><b>Assessment</b></p> <p>Ask: What would you take for Jesus to show he was a king if he came today? Children design and wrap up ideas and put in the class reflection area.</p>	<p><i>Frankincense</i> is a white resin or gum, highly fragrant when burnt and used in worship. It was burned as an offering to God (<a href="#">Exodus 30:34</a>). Frankincense is a symbol of holiness and righteousness. It may have been symbolic of Jesus' later willingness to become a sacrifice.</p> <p><i>Myrrh</i> is a product of Arabia. It was a spice used in embalming. It was also sometimes mingled with wine to form part of a drink. It was given as a drink to Jesus when he was about to be crucified. Myrrh may symbolise bitterness, suffering, and affliction. <a href="#">Mark 15:23</a> <a href="#">Matthew 27:34</a></p>
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KEY STAGE 2 UNIT	Autumn 2b: Incarnation		Concepts underpinning study: incarnation		Medium Term Plan Year 3
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary	
<p><b>Why do you think there are different stories about Jesus' birth?</b></p>	<p><b>The children will learn:</b></p> <p>About the different birth narratives in Matthew &amp; Luke's gospels.</p> <p>The difference and similarities between the birth narratives.</p> <p>About possible reasons why there are different birth narratives.</p>	<p><b>By the end of this unit:</b></p> <p><b>Emerging</b> <i>(Some children)</i></p> <p>I can identify the different birth narratives and suggest some differences between them.</p> <p>I can suggest one reason why they are different.</p> <p><b>Expected</b> <i>(All children)</i></p> <p>I can compare and contrast the detail in the different stories about Jesus' birth found in the Bible.</p> <p>I can suggest at least two reasons which explain why there are different birth narratives.</p> <p><b>Exceeding</b> <i>(Few children)</i></p> <p>I can suggest a number of reasons which explain why there are different birth</p>	<p><b>Lesson 1-2</b></p> <p>Ask: What do you celebrate at Christmas time? What do Christians celebrate at Christmas time? Ask each child to write and recall the story of Jesus' birth in 5 sentences. Give a time limit. Ask the class to retell the Christmas story in pairs to each other. Ask: Was each version of the story we told exactly the same? Why not? Discuss. Tell the class a suitable modern version of the story, eg <a href="http://www.whychristmas.com/story/the_christmas_story.shtml">http://www.whychristmas.com/story/the_christmas_story.shtml</a></p> <p>Identify the differences and similarities between the stories told so far.</p> <p>Give groups of 4 children a copy of the nativity stories found in Luke 1: 26-28; 2:1-7, 2:8-20; Matthew 1:17-25; 2:1-24. Explain they are different version of the same story found in the gospels from the New Testament part of the Bible. Read aloud the texts to each other in groups. Ask the groups to underline in one colour all the similarities and in another colour all the differences.</p> <p>Ask each group to produce a chart of similarities and differences they found. Ask: Why might there be different versions of the same story in the Bible? Give the class groups 10 minutes to come up with as many</p>	<p>nativity stories</p> <p>Luke's gospel</p> <p>Matthew's gospel</p> <p>Advent</p> <p><b>Resources</b></p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>Advent candles; wreaths; calendars; carols; prayers</p> <p>text from Good News Bible: <a href="http://www.biblegateway.com">www.biblegateway.com</a></p> <p><b>Background:</b></p> <p>Both gospel accounts speak of Jesus born to a woman called Mary who was engaged to Joseph. They state that Mary was a virgin when she became pregnant.</p> <p><i>Luke's account:</i> Mary was visited by an angel who brought the message that she would give birth to God's son. Luke tells how</p>	

<p><b>Why is Advent important to Christians?</b></p>	<p><b>The children will learn:</b></p> <p>About Advent and its customs.</p> <p>About the symbolism of Advent customs.</p> <p>Why Advent is important to Christians.</p>	<p>narratives.</p> <p>I can make links between the different stories of Jesus' birth in the Bible and modern interpretations.</p> <p><b>By the end of this unit:</b></p> <p><b>Emerging</b> <i>(Some children)</i></p> <p>I can identify and explain the meaning of two different Advent customs.</p> <p><b>Expected</b> <i>(All children)</i></p> <p>I can identify several different Advent customs and explain their symbolism for Christians.</p> <p>I can suggest why Advent is important to Christians.</p> <p><b>Exceeding</b> <i>(Few children)</i></p> <p>I can make links between the Advent customs of Christians and the Christmas story found</p>	<p>answers as they can:(eg written by different authors; written at different times; authors wanted to emphasise different ideas; written by witnesses to some or all of the events; written for different audiences).</p> <p><b>Lesson 3/4</b></p> <p>Have Advent music playing as children come into class Ask: Have you ever waited for something for a long time? How did you get ready for an exciting event?</p> <p>Discuss. Briefly recall together the Christmas story. Explore Advent customs:</p> <p>Set up different items of several tables representing different Advent customs in the classroom eg two different Advent calendars; Advent candle; Advent crown or wreath; Christmas cards; Advent carol eg 'O come O come Emmanuel'; Jesse Tree example; Advent simple prayers/collects. If objects can't be found use photographs and written material. See:</p> <p><a href="http://request.org.uk/?s=advent">http://request.org.uk/?s=advent</a></p> <p><a href="http://www.whychristmas.com/customs/advent.shtml">http://www.whychristmas.com/customs/advent.shtml</a></p> <p><a href="http://resources.woodlands-junior.kent.sch.uk/customs/advent.html">http://resources.woodlands-junior.kent.sch.uk/customs/advent.html</a></p> <p><a href="http://www.reonline.org.uk/specials/advent/More/traditions.html">http://www.reonline.org.uk/specials/advent/More/traditions.html</a></p> <p>Ask groups of children to visit each table and write</p>	<p>shepherds were led to Bethlehem by an angel.</p> <p><i>Matthew's account:</i> Joseph was visited by an angel who persuaded him to marry Mary rather than send her away or expose her pregnancy. Matthew writes about some wise men that followed a star that led them to Jesus' birthplace and presented him with gifts of gold, frankincense and myrrh.</p> <p>Advent is the start of the Christian Year. The word "advent," comes from the Latin word <i>adventus</i> (Greek <i>parousia</i>), means "coming" or "arrival."</p> <p>The <b>Advent Season</b> focuses on the "coming" of Jesus as Messiah (Christ or King). Christian worship, Bible readings, and prayers prepare Christians spiritually for Christmas (his first coming) and also help them focus and look forward to the second coming.</p> <p><b>Advent wreath/crown:</b> Traditional symbolism: the circle of greenery symbolises God's eternity. Each candle represents people who were waiting for the messiah. First candle represents</p>
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		<p>in the Bible.</p>	<p>down on post its next to the items what they think they are for. Explain to the class the items shown are all about Advent which means 'coming' and it is a time for Christians to get ready and prepare for the coming King Jesus. Ask: Who are Christians preparing for? Why is preparation needed? How do we prepare for Christmas? Discuss. Explain the 4 key themes of Advent are: hope; peace; love; joy. Look in more detail at each custom and for each one ask the class to link back to their recollection of the Christmas story. For example:</p> <p>Advent wreath: Look closely at the wreath. Discuss the symbolism related to each candle eg Patriarchs (God's people); Mary &amp; Annunciation (Luke 1:26-38); John the Baptist preparing the way (Luke 1:5-25, 39-45, 57-80); Prophets (Isaiah 9). Make links to the Christmas story.</p> <p>Ask children to design their own Advent wreaths showing the symbolism of Christmas.  <a href="http://request.org.uk/festivals/advent/advent/">http://request.org.uk/festivals/advent/advent/</a></p> <p>Read together Christianna's blog on why Advent is important to her at  <a href="http://request.org.uk/festivals/advent/advent-2/">http://request.org.uk/festivals/advent/advent-2/</a></p> <p>Ask the children to pick out the reasons why it is important for her as a Christian. Look closely at Advent calendars and compare and contrast the differences between commercial non religious ones and religious ones (see <a href="http://www.realadvent.co.uk/resources">http://www.realadvent.co.uk/resources</a>)</p> <p>Ask: Do these give us clues why Advent is important to</p>	<p>the patriarchs God's people; the candle of <b>hope</b>. The second candle reminds people of the Old Testament prophets who foretold the birth of the Messiah: the candle of <b>peace</b>. The third candle; a symbol of John the Baptist known as the candle of <b>love</b>. The fourth candle: Mary the mother of Jesus: the candle of <b>joy</b>. The fifth white candle is lit on Christmas day marking Jesus' birth.</p>
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			<p>Christians? Think, Pair, Share.</p> <p>Light the Advent candle in class each day to begin a countdown to Christmas. Look for evidence of what Christians are waiting for in words of hymn 'O come, O come Emmanuel' and Advent prayers/collects.</p> <p><b>Assessment</b></p> <p>Ask the children to design a booklet explaining why there are different versions of the Christmas story.</p> <p>and why Advent is important to Christians.</p>	
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KEY STAGE 2 UNIT		Autumn 2b: Incarnation	Concepts: incarnation; good news	Medium Term Plan Year 4
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>What is good news for Christians in the Christmas story?</p>	<p><b>The children will learn:</b></p> <p>About what is good news in the Christmas story.</p> <p>Why Christians believe Christmas is good news.</p> <p>Ask questions about the Christmas story and suggest possible reasons why Christians celebrate the good news at Christmas.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can talk about some parts of the Christmas story which are seen as good news for Christians.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can make links with the Christmas story and Christian belief/ practice at Christmas/Candlemas</p>	<p><b>Lesson 1-2</b></p> <p>Ask: Have you ever heard some really good news? Bad news? This might be from their family; school; TV or sport. Discuss. Ask: What do you do when you hear some good news? Ask the pupils in pairs to pretend to tell each other some good news and act out how they might respond when they hear it.</p> <p>Give groups of 4 children a character from the Christmas story eg angel; shepherd; Mary; Joseph. You can use Christmas cards or you find some photographs at <a href="http://request.org.uk/teachers/teaching-resources/festivals-resources/christmas-festival/2013/09/20/christmas-photo-and-activity-pack/">http://request.org.uk/teachers/teaching-resources/festivals-resources/christmas-festival/2013/09/20/christmas-photo-and-activity-pack/</a></p> <p>Ask the groups to recall the Christmas story by writing a 'good news' statement or caption next to each picture; eg next to shepherds: 'A new king is born in Bethlehem'. Place all the photographs together and ask the children to see how many different 'good news' ideas they have found. Ask: Have we remembered the entire story? Recall briefly. Explain the Christmas story has other good news in it. Watch or tell the story of Elizabeth and Zechariah: <a href="https://www.youtube.com/watch?v=o1JzbiUpi6s">https://www.youtube.com/watch?v=o1JzbiUpi6s</a></p> <p>Read with the class the text from Luke 1:5-80 in the Good News Bible. Identify how God kept his promises to Elizabeth and Zechariah. Ask pairs to underline all the</p>	<p>nativity story</p> <p>Luke's gospel</p> <p>Matthew's gospel</p> <p>good news</p> <p><b>Resources</b></p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>text from Good News Bible: <a href="http://www.biblegateway.com">www.biblegateway.com</a></p> <p>Candlemas is another name for the feast of the presentation of Jesus at the temple. It occurs 40 days after Christmas. The blessing of candles on this day recalls Simeon's reference to the infant Jesus as the "light for revelation to the Gentiles" (<a href="#">Luke 2:32</a>). Traditionally, the Western term "Candlemas" (or Candle Mass) referred to the practice when a</p>

		<p>explaining how this demonstrates good news.</p>	<p>'good news' in the text. Share ideas. Make a 'good news' list on the wall in the classroom.</p> <p>Watch the story of the presentation of Jesus in the temple which includes Simeon and Anna. See <a href="http://www.bbc.co.uk/education/clips/zmjxn39Play">http://www.bbc.co.uk/education/clips/zmjxn39Play</a></p> <p>Read the story from the Bible text found in Luke 2:21-39. Involve the children by asking them to wave or another suitable signal when any type of 'good news' is mentioned. Then add to the class wall list of 'good news' from the stories of Elizabeth and Zechariah; Simeon and Anna.</p> <p>Ask: How do you think Jesus would fulfil his role as the new king? Explore art images of the presentation of the baby Jesus in the temple on Google images. Ask: How do these images help us understand the good news at Christmas? Add ideas to wall.</p> <p><b>Lesson 3-4</b></p> <p>Look again at Luke 2:29-32. The song of Simeon known today as the Nunc Dimittus. Explain every year Christians today hold a feast that remembers this event which they call Candlemas on 2<sup>nd</sup> February. For background see: <a href="http://resources.woodlands-junior.kent.sch.uk/customs/year/candlemas.html">http://resources.woodlands-junior.kent.sch.uk/customs/year/candlemas.html</a></p> <p><a href="http://www.barnabasinchurches.org.uk/simeon-and-anna-the-light-of-the-world/">http://www.barnabasinchurches.org.uk/simeon-and-anna-the-light-of-the-world/</a></p> <p><a href="http://www.going4growth.org.uk/growth_through_the_ye">http://www.going4growth.org.uk/growth_through_the_ye</a></p>	<p>priest on 2<sup>nd</sup> February blessed <u>bees wax candles</u> for use throughout the year, some of which were distributed to believers for use in the home.</p>
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[ar/candlemas](#)

Ask: What was the good news for Simeon? Explain and explore briefly the link with Jesus as light of the world: the revelation to the Gentiles (non Jews) and the feast of Candlemas. Investigate a number of light sources and their properties eg torches for giving light/guiding and birthday candles for celebrating. Discuss why light is much used as a symbol at Christmas time. Add ideas to good news list. Ask: What is the good news at Christmas? Who is the good news about?

Add another heading to the wall: Why is Jesus the good news at Christmas time for Christians? Discuss. Explore a series of Christmas carols that speak of Jesus as the good news eg 'Hark the Herald'; 'Once in Royal David's city';

'O Come all ye faithful'; 'Joy to the world'. Ask: Can we add to the good news list from all we have studied?

Ask the class to design Wordle type word pictures or collages that show all the good news they have discovered about Christmas.

#### **Assessment**

Ask the class to write Kennings or Haiku poems that show as many ideas about the good news at Christmas as they can remember. The poems must refer back to and give examples from the Christmas story.

KEY STAGE 2 UNIT	Autumn 2b: Incarnation		Concept: Incarnation	Medium Term Plan Year 5
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p><b>Why are titles given to Jesus at Christmas time</b></p>	<p><b>The children will learn:</b></p> <p>About different titles from the Bible (Old &amp; New Testament) given to Jesus at Christmas time.</p> <p>About possible reasons why titles are used to describe Jesus.</p>	<p><b>By the end of this unit:</b></p> <p><i>Emerging</i> <b>(Some children)</b></p> <p>I can identify two titles used to describe Jesus at Christmas time and suggest some of the meaning behind them.</p> <p><i>Expected</i> <b>(All children)</b></p> <p>I can make links with the Christmas story and several titles used to describe Jesus at Christmas time.</p> <p>I can explain why these titles are used by Christians and suggest what they might mean.</p> <p><i>Exceeding</i> <b>(Few children)</b></p> <p>I can identify titles used to describe Jesus and suggest the</p>	<p><b>Lesson 1-2</b></p> <p>Ask: What do we mean when we use titles to describe people? eg Queen, Head teacher, lollipop lady, policeman, mum, dad. Ask: What do they have in common? How is using a title different than just using their name? Play 'Guess who I am' game? Use 10 questions.</p> <p>Give each group of 4 children a copy of the titles used for Jesus at Christmas time: Emmanuel; Wonderful Counsellor; Mighty God; Eternal Father. Ask them to brainstorm their own word definitions before exploring the text. Explain Isaiah was a prophet and dramatically read the texts with class participation. Have different groups saying different parts:</p> <p>'Emmanuel' (God with us) Isaiah: 7:14; 'Wonderful Counsellor'; 'Mighty God'; 'Eternal Father'; 'Prince of Peace' Isaiah 9:6-7.</p> <p>Ask: What might be the context for the descriptions? (Explain they are 'prophecies' about who and what is to come in the future) Ask: How might these titles relate to the Christmas story? Think, Pair, Share. Collect ideas.</p> <p>First thoughts: words that might be the same or similar (thesaurus use).</p> <p>Watch clip of Buck Denver talking about the title 'Emmanuel':</p>	<p>Mighty God</p> <p>Emmanuel</p> <p>Prince of Peace</p> <p>Wonderful Counsellor</p> <p>The Word</p> <p><b>Background</b></p> <p><i>Mighty God:</i> Isaiah looked forward to a time when God would come to earth to bring joy and peace. Christians believe that Jesus Christ was in the form of God coming to earth.</p> <p>One of the titles that Jesus received on his birth was the title '<i>Emmanuel</i>': 'God with us'. This baby for Christians was God with us.</p> <p><i>Prince of Peace:</i> Jesus as mighty God came to earth</p>

		<p>problems using those titles might present.</p>	<p><a href="https://www.youtube.com/watch?v=30IjZ8wbc4U">https://www.youtube.com/watch?v=30IjZ8wbc4U</a></p> <p>Ask: How does this conversation help us understand the title 'Emmanuel'? Add ideas to list. Cross reference Matthew 1:18-25. Compare its use in both texts. Ask: Is it the same? Post it ideas.</p> <p>'Prince of Peace'. Ask: What kind of peace did Jesus bring? Why was he called Prince of Peace? Use Wordles for explaining the ideas about peace more fully.</p> <p>Explore the ideas of 'Wonderful Counsellor', 'Mighty God', and 'Eternal Father' through body sculptures and discussion showing what these titles used to describe Jesus might mean.</p> <p>Read together again as a class Isaiah 9:6-7</p> <p>Listen or watch Handel's sung version of the music 'For unto us a child is born'. Reflect, listen, describe and look at the words of the song.</p> <p>Watch YouTube clip for puppet performance of song: 'For unto us a child is born' (Check video for appropriateness first!)</p> <p><a href="https://www.youtube.com/watch?v=JEL4RxdUKX4">https://www.youtube.com/watch?v=JEL4RxdUKX4</a></p> <p>Give groups of 4 questions to ask about the music:</p> <p>Ask: How does the song demonstrate the meaning of the titles used for Jesus? Is it consistent with the Bible verses? Compare and contrast. What other questions would the</p>	<p>to bring peace. The peace that Jesus brought for Christians was the most important peace of all, peace between God and humanity through the forgiveness of sin.</p> <p><b>Resources</b></p> <p>nativity stories Luke's gospel</p> <p>text from Good News Bible:</p> <p><a href="http://www.biblegateway.com">www.biblegateway.com</a></p> <p>Handel's 'Messiah' music</p> <p>YouTube clip of song</p>
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children ask about these titles? How could they find out?

**Lesson 3 John 1:1-18**

Explore the passage in John 1. Ask: What titles are used in this text to describe Jesus? Ask: What does the author really mean when the 'word' is described? Think about what words do and the power they have. Can the class suggest another time in the Bible when 'the Word' is used? Make a link back to the creation passage in Genesis 1. Ask: Why is the author linking Jesus with this 'word' Discuss suggestions.

(Example answers: the word that began it all at creation; the word was a person with God who helped create the world).

Explore the idea of Jesus described as 'light' in the passage.

Give each child a torch and a mirror. Ask them to reflect the light off the mirror on to someone else using both the torch and mirror. Reflect on what is important to ensure the light shines on the person, (eg keeping the mirror facing the right angle, making sure nothing comes between the light and the person).

Read verses from John 1:6-8. Recall previous work on John the Baptist. Ask: How did John reflect the 'light'? Ask: Why is Jesus called the 'light' for Christians? Collect ideas.

Think about all the titles used to describe Jesus from previous lessons and this one. Ask the class to create a piece of collage/composite art to describe all the titles of Jesus used at Christmas time including other words that explain their

			<p>meaning. Ask: Why do you think Christians use the titles of Jesus at Christmas time? Are they helpful to describe Jesus? How? eg to celebrate his coming at Christmas; to explain Jesus' future life to come; to explain who he is to Christians today; to celebrate his coming his incarnation.</p> <p>(Extension activity: Interview the local vicar/church folks and see what they think. Compare ideas).</p> <p><b>Assessment</b></p> <p>Ask the children to write an explanation text using words and pictures explaining why titles are given to Jesus at Christmas time.</p>	
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