

Unit Y1 A2: How do Christians remember Jesus at Christmas?

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by the joint Hackney and Enfield RE Curriculum Development Group.

Teaching and learning activities plan for the two attainment targets for religious education – learning *about* and learning *from* religion.

On the right of this page is the full KS 1 Christianity programme of study from the Agreed Syllabus. The material picked out in bold features in this unit. Within each unit some of the content picked out in bold is a major focus, other content is a minor focus. A minor focus and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model, individual and paired group and whole class activities and tasks are included in the planning. It is the teacher's responsibility to adapt the planning and scaffold or extend the activities and resources to meet the range of pupil needs and abilities in their class.

This title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follows is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'big question.'

The unit does not attempt to cover the whole programme of study. The unit focus has been carefully chosen to contribute to the spiritual, moral, social and cultural development of all pupils. It makes relevant links to other aspects of personal development and other dimensions of the curriculum.

Schools are required to report pupils' achievement in RE in terms of the Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and the learning outcomes are in pupil speak, 'I can' language.

Enfield Agreed Syllabus 2007 – KS 1 Christianity Programme of Study:

- **explore Bible stories of the birth of Jesus which teach the Christian belief that Jesus is God's Son**
- explore Bible narratives of Jesus' death and resurrection, understood by Christians as a promise of new life and new beginnings
- **explore how Christian traditions at Advent and Christmas re-tell the birth of Jesus and teach Christians about God and Jesus Christ**
- explore how Christian traditions at Lent and Easter re-tell the death and resurrection and teach Christians about God and Jesus Christ
- explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus
- explore how the traditions of Christian Harvest Festival express Christian beliefs about, and responses to, God as Creator eg thankfulness and sharing with others
- explore some of the ways in which children learn about their faith by growing up in a Christian home eg by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying
- explore how belonging to the Christian 'family' means living in the way Jesus taught, especially caring for others eg the poor and those in need
- explore how local leaders of Christian communities (eg priests, ministers, elders) teach about Jesus and belonging to the Christian family
- **explore how Christian songs and prayers, pictures and icons re-tell events from the life of Jesus and express beliefs about God**
- **explore how the symbols of light, used by Christians at Advent and Christmas, express their belief that Jesus is the light of the world**
- explore how the symbols of baptism (eg water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family
- explore how the symbols of Easter (eg palms, crosses, eggs, hot cross buns and colours associated with Lent and Easter) remind Christians of Easter events and the theme of endings and new beginnings

SESSION 1: What do Christians say happened when Jesus was born?

<p>LEARNING OBJECTIVES Children should learn:</p> <p>What Christians say happened when Jesus was born</p> <p>LEARNING OUTCOMES I can:</p> <p>remember the story of the birth of Jesus</p>	<p>TEACHING ACTIVITIES</p> <p>Show the front cover of the big book but conceal the title and sub title with strips of paper and blu tac.. <i>What can you see in this picture?</i> <i>What do you think this story will be about?</i></p> <p>Reveal the sub-title of the big book. It's a 'Story for Christmas.' <i>Do you know who the story of Christmas is about?</i> <i>Do you know who the people are in this picture?</i></p> <p>Note: Keep the title ('The Tallest Candle') covered up. This will be revealed in a subsequent session. Similarly, in this session you need to open the book at the picture on page 3 and the text on page 2. Do not read/look at page 1 with the class in this session.</p> <p>The teacher reads the story of Jesus's birth from page 2 up to the end of page 9. <i>Where was the baby Jesus born?</i> <i>Why was he born in a stable?</i> <i>How did Mary keep the baby warm and safe?</i> In the big book it says that Mary laid the baby in the food trough where the animals ate. Most stories call this a manger. <i>How do you think the shepherds felt when they saw the angels?</i> <i>Why do you think they decided to do what the angel said?</i> <i>What do you think Mary and Joseph thought when the shepherds came?</i></p> <p>Listen to the words of this song some Christians sing at Christmas. Play the video: 'The Virgin Mary', listening to the Caribbean carol. Christians call special Christmas songs 'carols.' Do you know any other Christmas carols?</p> <p>Individual activity Children use a variety of resources, as required, to re-tell the story they have heard in this lesson. The task might be differentiated in the following ways according to ability:</p> <ul style="list-style-type: none"> ● children have the first line of each of the first 3 verses of the carol and add their own pictures to illustrate it ● children are given pictures and captions to match and put in the right sequence ● children are given a sequence of pictures or scenes from Christmas cards and write their own sentences to re-tell the story in sequence ● children write their own sentences to re-tell the story and then illustrate with their own pictures <p>Please note that the emphasis is on the L1 outcome 'I can retell a Christian story' and so the differentiation should be aimed at supporting them to show they can do this.</p>	<p>RESOURCES</p> <p>Big Book 'The Tallest Candle' publ RMEP ISBN 1-85175-180-7 BBC CD: 'The Virgin Mary' carol and lyrics (attached) CD ROM: Session 1.file: Nativity Sequencing pictures & 'The Virgin Mary' carol video</p> <p>POINTS TO NOTE</p> <p>There may be Muslim children in the class. Muslims regard Jesus (Isa) as an entirely human Prophet and this belief should be respected. This unit is concerned with developing knowledge and understanding of Jesus from a Christian perspective.</p> <p>Teachers may wish to simply explain an angel as a messenger from God. If children ask about the meaning of the word 'virgin' teachers could simply explain that Mary was a young girl who hadn't had a husband.</p>
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SESSION 2: Why do Christians give presents at Christmas?

LEARNING OBJECTIVES	TEACHING ACTIVITIES	RESOURCES
<p>Children should learn:</p>	<p>Look again at the front cover of the big book 'The Tallest Candle.' Keep the book's title covered up. <i>What story does this big book tell?</i></p> <p>Listen to 'The Virgin Mary' carol video again. <i>Who visits the baby Jesus first?</i> <i>Who comes to visit the baby Jesus next?</i></p> <p>Look at the picture on page 11. <i>What's happening in the picture?</i></p> <p>Read the text from the big book from pages 10 <i>Why did the wise men go to a palace to see the new baby?</i> <i>Why does the story say the wise men bowed down in front of Jesus? Why did they bring him presents?</i> <i>What sort of presents did they bring?</i></p> <p>Their presents of gold, frankincense and myrrh were very special; - the sort of presents that people would have given to a king. Today Christians give presents at Christmas because the shepherds and the wise men brought presents for the baby Jesus. More importantly, Christians believe that Jesus is God's present to the world.</p> <p>Look at the picture on page 13. <i>What do you think is happening in the picture?</i></p> <p>Read the text on page 12. <i>Why did Mary and Joseph take Jesus to Egypt?</i></p> <p>Activity: Talk about why people give presents. Another word for 'present' is 'gift' – something you give. Children with their talk partners discuss: why I give presents, when I give presents. Often the most precious presents don't have to cost a lot of money. If you draw a picture and give it to your mum, she will love it and treasure it. What sort of presents can we give that we don't have to buy? Are there presents we can give which can't be wrapped up? The teacher will need to give some examples such as: I can give my mum a hug, I can give my teacher a smile, I can do something to help someone. Children write a sentence to describe the present they would give or draw a picture of it and label it. Or the teacher could take a photograph of the child demonstrating their gift (eg giving a hug). These gifts could be displayed on a cut-out Christmas tree with the title: 'Christians believe Jesus is God's present to the world. These are presents classwould give to people we love.'</p>	<p>RESOURCES</p> <p>Big Book 'The Tallest Candle' publ RMEP ISBN 1-85175-180-7 BBC CD: 'The Virgin Mary' carol and lyrics (attached) CD ROM: Session 2.file: 'The Virgin Mary' carol video.</p> <p>POINTS TO NOTE</p> <p>The story that most people know about Christmas is of Jesus visited in the stable by shepherds and wise men. In fact the Gospels of Matthew and Luke contain narratives about the birth of Jesus which are normally conflated into one single story. The account in Luke's Gospel tells of the Angel Gabriel's visit to Mary, the journey to Bethlehem, the birth of Jesus and the visit of the shepherds. Matthew's Gospel tells of the birth of Jesus, the visit of the wise men (often referred too as the magi or the 'three kings') and the journey of Mary, Joseph and the baby into Egypt to escape King Herod's massacre of infant boys. The visit of the three wise men to Jesus is traditionally celebrated on the 12th day of Christmas (6th January), which is known as Epiphany.</p>
<p>LEARNING OUTCOMES</p> <p>I can:</p> <p>remember the story of the wise men visiting Jesus</p> <p>talk about Christians giving presents at Christmas</p>		

SESSION 3: How do some Christians celebrate Christmas?

<p>LEARNING OBJECTIVES Children should learn:</p> <p>How some Christians celebrate Christmas</p> <p>LEARNING OUTCOMES I can:</p> <p>talk about things in a church that some Christians use at Christmas</p>	<p>TEACHING ACTIVITIES</p> <p>On a visit to a Church. (If you are unable to visit a church during this unit, use a school crib set.)</p> <p>Starting with the empty crib, children help the vicar (or member of the Christian community) tell the story of Jesus' birth using the crib figures, which are placed around the empty crib to tell the story of the birth, the visit of the shepherds and then the visit of the wise men.</p> <p>Take photographs of each 'scene' (remembering that the wise men only came on 'Day 12') and when these have been enlarged they can be used for follow-up work. The class can produce captions for each photo.</p> <p>If you are visiting during Advent and the church has an Advent ring, the Vicar takes them to see it <i>How many candles are there around the circle?</i> <i>Are all the candles the same? What is different about this/these candle/s?</i> The Vicar explains that Christians light one candle each Sunday to remind them of the story of Jesus' birth.</p> <p>Activity (follow-up to visit): Children write/match captions to accompany the photographs of the visit and explain what they did and saw. These photographs and captions are then put together in the correct sequence to make a class book about their visit to the church to find out about Christmas. An activity suitable for children not yet at L1 and unable to write sentences to explain a scene of the story: children have a Christmas card showing all the visitors to the stable, which is mounted in the middle of a sheet of plain paper. Children write their own labels to identify the key characters and features (eg manger, angel) or match your labels to it.</p> <p>Or use the Northumberland Nativity scene (see website address in points to note column) as an ICT resource for children to tell the story while moving and naming the figures into the stable.</p>	<p>RESOURCES</p> <p>CD ROM Session 3. file: Nativity sequencing pictures</p> <p>POINTS TO NOTE</p> <p>The Advent wreath or Advent ring symbolises the passage of the four weeks of Advent in the Western church. It is usually a horizontal evergreen wreath with four or five candles. Traditionally the wreath contains red berried holly and ivy, symbolising good and evil and presaging the blood of the crucified Jesus.</p> <p>Although practice varies, often there are three purple candles, (the liturgical colour for Advent), and one pink. The central candle is white.</p> <p>The first purple candle is lit on the first Sunday in Advent, and is the candle of hope.</p> <p>The second purple candle is lit on the second Sunday in Advent, and is the candle of peace.</p> <p>The third (pink) candle is lit on the third Sunday in Advent, also known as Gaudete Sunday, and is the candle of joy, and on the fourth Sunday in Advent, the candle of love is lit.</p> <p>The central "Christ" candle is lit on Christmas Day.</p> <p>An Advent calendar is used to count or celebrate the days of Advent in anticipation of Christmas. It has 24 windows and each one opens to reveal an image, a poem, or part of a story such as the Nativity story itself. Christians open the first window on December 1st.</p> <p>An Advent candle has the 24 days of Advent marked in vertical graduations on a single candle.</p> <p>Nativity, refers to the accounts of the birth of Jesus in the Christian Bible.</p> <p>Teachers should draw to the attention of children the following: The starting point for this unit, that is the narratives taken from the Gospels – the 'Christmas story' – is central to the worship of all Christians during Advent and Christmas. However, not all Christians use Advent rings or light candles to celebrate Christmas. That is why this lesson's question is 'How do <u>some</u> Christians celebrate Christmas?'</p> <p>Find an ICT crib scene for children to create at - http://ngfl.northumberland.gov.uk/christmas/nativity/nativity.html</p>
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SESSION 4: Who is like a light for Christians?

LEARNING OBJECTIVES Children should learn:	TEACHING ACTIVITIES	RESOURCES
<p>That Jesus is like a light for Christians</p> <p>LEARNING OUTCOMES I can:</p> <p>talk about things some Christians do to remember Jesus at Christmas</p> <p>say that Jesus is like a light for Christians</p>	<p>Show the class a collection of lights eg torch, candle, bedside lamp. <i>When are the times we need light most?</i> <i>What does light help us to do?</i> <i>Are there special times at home when you use candle light in the house?</i></p> <p>Christians believe that they need someone to show them how to live and that person is Jesus. They say he is like a light, he lights up the darkness for them So at Christmas Christians light candles to remember Jesus. Project a picture of an Advent ring or open the Big Book at page 1.</p> <p>If you have visited a church during Advent, you can ask: <i>Where did we see a ring like this? What is it called?</i></p> <p>Read the story on page 1.</p> <p>Look again at the front cover of the book and this time reveal its title: 'The Tallest Candle.' This big book is called The Tallest Candle. <i>Who does the tallest candle in the Advent ring remind Christians of?</i></p> <p>Then turn to pages 14 and 15 at the end of the book. Looking at the picture on page 15. <i>What is happening in the picture? What day do you think it is? What happened on this day a long time ago?</i> <i>What are some of the things Christians do at church and at home to celebrate the birth of Jesus on Christmas Day?</i> <i>What can you see that you recognise in this picture?</i> Now read to the children the text on page 14.</p> <p>The teacher introduces other things which Christians use at Advent to prepare for and count down the days until Christmas: an Advent candle and an Advent calendar. <i>What sort of things do you think Christians have to do before Christmas comes?</i> <i>How do you think they feel as Christmas gets nearer?</i></p> <p>Show an Advent Calendar. Christians use this calendar to count down the days to Christmas Day. They open one window each day. There is a picture or present behind each window. <i>What sort of pictures would help Christians remember the story of the birth of Jesus?</i></p> <p>Individual/group activity: Make a large, class or smaller group Advent calendar (see points to note).</p>	<p>RESOURCES</p> <p>Big Book 'The Tallest Candle' publ RMEP ISBN 1-85175-180-7 Advent calendar Advent candle CD ROM Session 4. file: Advent calendar photo & Advent Ring pictures PowerPoint</p> <p>POINTS TO NOTE</p> <p>An Advent calendar is used to count or celebrate the days of Advent in anticipation of Christmas. It has 24 windows and each one opens to reveal an image, a poem, or part of a story such as the Nativity story itself. Christians open the first window on December 1st. An Advent candle has the 24 days of Advent marked in vertical graduations on a single candle. Nativity, refers to the accounts of the birth of Jesus in the Christian Bible.</p> <p>Making a class or group Advent Calendar.</p> <ol style="list-style-type: none"> 1. You will need to begin by generating a class list of what scenes should be included to tell the Christian story and to show how Christians celebrate that story 2. You will need 24 pictures eg Angel appearing to Mary, Bethlehem, shepherds, the star, the baby in the manger, Mary, Joseph, 3 wise men, gifts of gold, frankincense and myrrh, Mary on the donkey, the stable and animals, the final picture is the scene of the baby Jesus in the manger, Mary, Joseph, shepherds and animals 3. Allocate/nominate pictures to children 4. If making a group calendar, have a template with 24 windows on a sheet of A4 and each picture is drawn/painted in one of those windows 5. Prepare a 'cover' sheet with 24 numbered 'doors' 5. When the pictures have all been completed, fasten the cover sheet over the top with the 24 'doors' corresponding to the windows!

YEAR 1 Unit A2

'How do Christians remember Jesus at Christmas?'

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 1 could:

- remember the Christmas story and talk about it
- name things Christians use in church to celebrate Christmas
- recognise a Christmas carol
- talk about giving presents

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can

- remember the story about the baby Jesus
- say the names of some special things used at Christmas
- talk about a song about the baby Jesus
- talk about how I feel when I give presents

Children working at level 2 could:

- tell the story of where the baby Jesus was born and who visited him
- talk about carols Christians sing at Christmas
- say what the Advent ring reminds Christians of
- know that giving something special doesn't have to cost money

Translated into 'I can' attainment statements the above outcomes might be shared with pupils as:

I can

- tell the Christian story about Jesus being born
- say the name of a Christian song and say what it's about
- talk about the candles on the Advent ring
- talk about things I can give that don't cost money

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg God, angel, prayer,*
- Christianity, *eg Jesus, Bible, Christian, Christmas, Mary and Joseph, church, vicar, Advent, carol, Bethlehem*
- religious and human experience, *eg shepherds, wise men, believe, festival, celebrate, crib*

Please note that in this unit, most of the independent learning activities develop pupils' Attainment Target 1 and provide evidence of their learning *about* religion. The independent activity in session 2 will give evidence of their learning *from* religion (AT 2); remember that talking about the giving of presents is only relevant to RE if it follows the teacher's explanation that Christians believe Jesus is God's gift to the world.

THE VIRGIN MARY

The Virgin Mary had a baby boy.
The Virgin Mary had a baby boy.
The Virgin Mary had a baby boy
and they say that his name was Jesus.

The angels sang when the baby was born.
The angels sang when the baby was born.
The angels sang when the baby was born
and they say that his name was Jesus.

The shepherds ran to see the baby boy.
The shepherds ran to see the baby boy.
The shepherds ran to see the baby boy
and they say that his name was Jesus.

The wise men wondered where the baby was born.
The wise men wondered where the baby was born.
The wise men wondered where the baby was born
and they say that his name was Jesus.

Traditional