

Pioneer Federation
Medium term plan
Cycle 2, Term 2
RE – Year 1/2



Subject: RE				
Key Concept/ Theme: Why does Christmas matter to Christians?				
Prior Learning links:				
F2 Why is Christmas special for Christians? Understanding Christianity – INCARNATION – Reception learning				
1.1 What do Christians believe God is like? Understanding Christianity – GOD – Year 1 learning				
Vocabulary: Christmas, Jesus, Christians, Advent				
School specific areas to cover (Add in any local areas of study, trips and people)				
CP	EH	SMV	PM	
	Overlap with Church teaching, collective worship and visits to church	Overlap with Church teaching, collective worship and visits to church		
1.	Deeper learning question (1 per lesson): Why is Christmas special to Christians? Prior learning reconnection (year group, cycle & term): What do we already know – complete the front page with space to share prior learning. Add definition of Gospel to vocab sheet. LO: <i>let's learn about the birth of Jesus</i> Activity: Which signs can they spot that show Christmas is coming? A photo record will enable them to remember and talk about what they have observed. It will be important to refer back to this later in the work. Alternatively, find some early Christmas adverts on TV or in magazines. Ask pupils why they think Christmas matters to Christians. Record their answers Tell some familiar stories containing a character appearing to be someone she/he is not (for example, The Frog Prince, Beauty and the Beast). Pupils can spot the relevant characters, discussing what they look like and who they really are. Look at a picture of baby Jesus. What can we tell about him just by looking at his picture? Although Jesus might not have looked particularly special, Christians believe he was actually very special indeed — they believe he was God on Earth! Think about getting a bedroom ready for a new baby, and discuss what we would put into it. Although all babies are special, imagine the new baby is even more special than most, because this one is also God. How could we make the bedroom extra special? Hundreds of toys, the most beautiful crib, special pictures on the walls? Ask pupils to sketch the rooms. Ask pupils to imagine who would come to visit such a baby. Future learning links:			

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2.	<p>Deeper learning question: Where do stories of Jesus' life come from? Gospels Reconnection: Can the children remember why Jesus is special? LO: <i>let's learn to retell the story of Jesus' birth</i> Activity: Tell the story from the Gospel of Luke in an interesting way. A Christmas story trail is recommended, in the hall, or even around the local church, with stations being a) Nazareth — Gabriel visiting Mary. b) Journey from Nazareth to Bethlehem. c) Bethlehem — Jesus being born and placed in a manger. d) Fields — Angels appearing to shepherds. e) Bethlehem — Shepherds visiting the baby. At each stop on the trail, pupils should hear the relevant part of the story and collect an applicable picture to take back to class. Pupils should use pictures to retell and consolidate knowledge of the story; for example, make short books with one picture per page (pictures should be in the correct order) and write a sentence for each; stick the five pictures to five sides of a cube with the word 'God' on the sixth side — whenever the cube is rolled pupils should talk about the relevant parts and ideas in the story.</p>
3	<p>Deeper learning question: How do Christians use the story of the nativity to guide their beliefs and actions at Christmas? Reconnection: Retell the story from the Gospel of Luke LO: Let's learn to understand why advent is important to Christians Activity: What signs are there in a church of the story of Jesus' birth? If possible, walk to a local church — which signs of the Jesus story can be seen here in the run-up to Christmas? Christmas day is the day when Christians celebrate Jesus' birth. This is why there are lots of clues about Jesus being born, in the church and elsewhere. It is celebrating Jesus' birthday! If not, talk about what might be seen in a church to remind people of the story of Jesus' birth, Images of the nativity scene? Images of Mary, Angels, Shepherds, In the run up to Christmas there will be an advent wreath. Introduce the word 'advent' as the arrival of something or someone. Discuss what happens in Advent. Children to make own advent wreaths. Children to answer what does advent wreath represent?</p>
4	<p>Deeper learning question: How do Christians know that God is loving, kind, fair and forgiving, and also Lord and King? Reconnection: What does advent mean? LO: Let's understand why Christmas is important to Christians Activity: Help children to realise that Jesus was born and laid in a manger which is animal's feeding trough – not into the lovely bedroom designs they had done. He didn't have lovely toys to play with or band new clothes. Look back at the adverts from lesson 1. Can pupils see any signs of the Jesus story in these adverts? Activity 2: Look at Christmas cards. Spread the cards out so that children can see them all, or hand them out to small groups.</p>

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	<p>Create 2 sections on the carpet and children need to decide if each card shows signs of the story or not. Ensure that cards not explicitly linked to the story are not dismissed as 'wrong'.</p> <p>Once children have done this, discuss why lots of cards do not show the story – lots of people celebrate Christmas and have non-religious celebrations for it. Discuss the traditions and celebrations they have at home for Christmas that they don't think are linked to the story.</p> <p>Explain that we are learning about Christian reasons for the festival.</p> <ul style="list-style-type: none">• Make a Christmas card to give to someone we want to thank. Use the ones we have looked at to be inspired. EH and SMV – children should make 'Religious cards' CP and PM – children could make either religious or secular.
5	<p>Deeper learning question: How do Christians know that God is loving, kind, fair and forgiving, and also Lord and King?</p> <p>Reconnection: what are some of the traditions of Christmas?</p> <p>LO: Let's learn about Jesus being a very special baby</p> <p>Activity: Ask them to talk in pairs about what each child is good at — are any of them kind/brilliant footballers/ good at playing the piano, and so on? Discuss the difficulties of doing this — we don't always know what someone is like by looking at them.</p> <p>Remind pupils that Jesus did not look special on the outside. See if they can remember why he actually was special to Christians — they believe he was God on Earth.</p> <p>Children to recap the story of Jesus' birth.</p> <p>Explain that there are two more stories in the Bible about Jesus being born.</p> <p>Introduce stories of the angel appearing to Joseph, telling him that the baby is from God and should be called Jesus (Matthew 1:18–25), and the visit of the wise men (Matthew 2:1–12).</p> <p>Important thing here is that children are able to identify that Jesus was more than just a normal baby. In books, have success criteria, a few photographs of the role play along with the comment sheet resource provided.</p> <p>Christians believe that Jesus was a special baby because</p> <p>Pupils to think about the impact now – he came to Earth to teach Christians how to live like God wants us to. What did your king look like? Either on the IWB or a large version of the body, draw common features of the king onto the body (crown, nice clothes, money, food etc)</p> <p>Ask the children to think about what makes a good king – kindness, loyalty etc. Write these words around your large version</p>

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	<p>Botticelli's 'Mystic Nativity' — just show the characters in the stable and let pupils identify them. Ask which looks like a king — do any have the features of kings from sketches?</p> <p>Think carefully about the gold and discuss its qualities. Why do pupils think it was given to the baby Jesus? Gold is very expensive, so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it. Pose pupils a problem: what would a poor person visiting Jesus give? Would they give nothing at all?</p> <p>Listen to a carol — 'In the Bleak Midwinter' –</p> <p>Listen to the first verse (up to 1.02). Skip to the final verse (3.25)</p> <p>Think together about the words 'What can I give Him, Poor as I am?' and 'Yet what I can I give Him, Give my heart'.</p> <p>Discuss what this might mean for a Christian: loving Jesus and giving your heart and life to God is not a seemingly expensive gift, but to Christians it is still an important one.</p> <p>List together the sort of qualities that pupils in the class might possess that it would be excellent to give to and share with others, whether or not they are a king. Sit in a circle — go around, and each pupil suggests what they might have to share. Or as you get to each pupil, ask others to tell them what great qualities they possess, drawing out the good gifts and qualities of all.</p> <p>People give gifts and they also say 'thank you' at Christmas. Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own 'thank you' statements and give them out.</p>
6	<p>Deeper learning question: Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?</p> <p>Reconnection: What does it mean to be Christian?</p> <p>LO: Let's learn about Jesus as a King</p> <p>Activity: Explain that there is one more important thing for pupils to know about the birth of Jesus. Ask pupils to sketch a king</p> <p>Finish with reflection answering the key concept: Why does Christmas matter to Christians?</p>
<p>End Points:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.• Recognise that stories of Jesus' life come from the Gospels.	

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Make connections:

- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Knowledge gained:

- Decide what they personally have to be thankful for at Christmas time.
- To know that Christians believe in God, and that they find out about God in the Bible.
- To know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- To know that some stories show these Christian beliefs.
- To know that Christians worship God and try to live in ways that please him.

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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