

Theme: Why are Gifts Given at Christmas?

Subject: RE

Years: 1 / 2

Term: Autumn 2



Agreed Syllabus:

Programme of Study -Christianity

Belief

Introduction to the special nature of Jesus shown through his special birth.

Jesus as the son of God.

Authority

Jesus as important as shown through his birth.

Expressions of Belief

How Christians celebrate Christmas.

Impact of Belief

How the Bible has an impact on the lives of individuals.

Benchmark Expectations: Knowledge and Understanding

Pupils will:

Have simple knowledge of some Christian beliefs, teachings and stories, using simple technical vocabulary

Have simple knowledge of why these beliefs are important to people

Benchmark Expectations: Critical Thinking

In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons

	What? <i>Learning Challenge / Skill Taught</i> How? <i>Teaching Activities and Differentiation</i>	Focused activity
Enquiry Question 1	<p>What is the Christmas story?</p> <p>Show the children the enquiry question on the board and ask them whether they know the Christmas story. What happened and why is it important to Christians? Use children's bible or suitable story to retell the story of Jesus' birth. Who were the important characters in the story?</p> <p>Show the children pictures from the story and ask them to sequence the story to retell it.</p>	<p>Year 2</p> <p>Retell the nativity story using storyboard.</p> <p>Year 1</p> <p>Sequence the nativity story cards. Pictures for seesaw and evidence book.</p>
Enquiry Question 2	<p>What gifts did the Wise Men bring?</p> <p>Recap the nativity story from last week. Show the children an interest table with range of gifts. Include some gold (plastic objects that are gold or gold coins etc), frankincense and myrrh. Also include pictures (from Christmas cards etc) of the wise men with their gifts. Which gifts interest the children? Why?</p> <p>Show the children the enquiry question and ask them to think about what the wise men brought. Show the children the gold, frankincense and myrrh from the table. What are they? Explain that these are the gifts brought by the wise men to Jesus. Explain that each gift is believed to have special significance about the importance and life of Jesus.</p> <p>Gold – symbol of Jesus as King (can relate to kings wearing gold crowns or other precious objects)</p> <p>Frankincense – a symbol of Jesus as God (divine)</p> <p>Myrrh – symbol that Jesus will suffer one day (die)</p>	<p>Year 2</p> <p>Complete sheet to explain what each gift and it's significance in the nativity story.</p> <p>Year 1</p> <p>Colour picture of wise men and add labels or a sentence to show which gifts they brought.</p>

<p>Enquiry Question 3</p>	<p>Why do Christians see Jesus as a Gift? Show the children different images from Christmas cards etc that show peace and love. Ask the children how they make them feel. Which ones do they like and why?</p> <p>Recap on the story of the wise men bringing gifts to baby Jesus. Ask why did the wise men bring gifts? Ask the children to think about why the wise men might have travelled so far and brought very expensive and important gifts for a baby? Explain that Christians believe that Jesus was sent by God as a gift to the world. A gift of peace and love. Explain what peace and love mean. Explain that Christians believe Jesus came to show love and peace and he did this by teaching and showing love to everyone as he grew up.</p>	<p>Year 2 Draw a picture showing peace and love and write a short description about why Christians see Jesus as a gift.</p> <p>Year 1 Children to create own Christmas card image showing peace and love.</p>
<p>Enquiry Question 4</p>	<p>What gifts do we give? Show the children images of different gifts that are given at Christmas. Children to use whiteboards to draw or write one thing they would like for Christmas or have asked Santa for. Invite children to share ideas with the class. Ask one of the children to come and receive a gift at the front of the class. Using a wrapped box with a paper heart inside. Ask them to open the box and ask them to explain what is inside. What does the heart represent? Explain that is a symbol used to represent love and kindness and relate this to Christian belief that Jesus was sent as gift of love and peace. What gifts can we give at Christmas that require no money? Talk about ideas that would show kindness or love to others (smiling at each other, helping others, being kind, sharing toys, talking to each other).</p>	<p>All children to be given a blank gift tag. Children to think about what present they could give to someone else to show love and kindness (no monetary value). Children to share ideas. Could then hang tags on class Christmas tree or gifting wall.</p>

Assessment task	So, why are gifts given at Christmas? Children to take part in discussion about the topic and answer the lesson questions from previous lessons. Photos / videos for seesaw to sum up learning.	Children to take part in whole school secret Santa given and receiving salt dough ornaments.
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Continuous Provision Areas

Writing

1. I can draw a picture from the Christmas story and label it.
2. I can draw a picture from the Christmas story and write a sentence about it.
3. I can re tell the Christmas story.

Small World

1. I can use stick puppets to role play a nativity scene.

Investigation

1. I can look at depictions of the Christmas story and talk about what I think is happening.
2. I can explore Christian Christmas artefacts and stories.
3. I can investigate traditional Christmas gifts.

Construction

1. I can design and construct a model Bethlehem.
2. I can construct a model stable or manger.
3. I can construct a palace for the wise men.

Computers

1. I can use tux paint to create a nativity scene.
2. I can add labels to my nativity scene.
3. I can create a word document to retell the Christmas story.

Creative area

1. I can create a nativity scene.
2. I can create wise men finger puppets.
3. I can create a Christmas picture to use as a gift for a friend or family member.