



# Medium Term Unit Planning

**Topic Name: - R.E (Why does Christmas matter to Christians?)**

**Learning outcome:**

*The children will be able to recognise that stories of Jesus' life come from the Gospels. They will look at the story of Jesus' birth and why Jesus is important to Christians. We will look at how the story guide the belief and actions of Christians at Christmas. Think, talk and ask questions about Christmas for people who are Christians and for people who are not as well as deciding what they personally have to be thankful for, giving a reason for their ideas.*

**Hook:**

Christmas play rehearsal and video of story.

**Topic Showcase:**

Christmas play

**Oracy:**

Children to rehearse lines for Christmas performance.  
Children to stand and deliver their thank you prayer to the class.

**Key Vocabulary:**

Incarnation, Jesus, God, Luke, Gospel, Nativity, Christmas, Bethlehem, Gabriel, Mary, Joseph, stable, manger, Christian, vicar/priest, Advent, tradition, decorations, Bible, prayer.

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

The Holy Bible

**Citizenship/Community Opportunities:**

Christmas performance



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## Experiences/Visits/Visitors

Church service/talk from vicar at St Anne's.

## Main Subjects covered: RE

### RE threshold concepts:

#### Understand beliefs and teachings

This concept involves understanding the key teachings of various religions

#### Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

#### Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

#### Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

#### Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.

## Notes:



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Jesus was 'God on Earth' and what incarnation means	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p>	<p>I can describe some of the teachings of a religion.</p> <p>I can describe some of the main festivals or celebrations of a religion.</p>	<p>Begin by telling some familiar stories about a character who appears to be someone he/she is not (e.g. Beauty and the Beast). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation.</p>
2. Where Jesus was born? Was it ready for the King of Kings.	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p> <p><b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<p>I can describe some of the teachings of a religion.</p> <p>I can describe some of the main festivals or celebrations of a religion.</p>	<p>Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?</p>
3. I can retell the Nativity story and the different	<p><b>Understand how beliefs are conveyed</b> This concept involves understanding how books, scriptures, readings and other important means of</p>	<p>I can describe some of the teachings of a religion.</p> <p>I can describe some of the main festivals or celebrations of a religion.</p>	<p>Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. Use a Christmas story trail (e.g. Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed</p>



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	communication are used to convey beliefs.	I can name some religious symbols.	in manger; angels appear to shepherds; shepherds visit Mary. Children hear the story at each station then go back to their places and draw pictures/write sentences to retell the story.
4. I can explain what 'Good News' is for Christians	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p> <p><b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<p>I can describe some of the teachings of a religion.</p> <p>I can describe some of the main festivals or celebrations of a religion.</p>	Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good news for and why, and why Christmas is important for Christians.
5. I know what happens in the story in Luke's Gospel. I know what the different colours mean at different times of the year.	<p><b>Reflect</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	I can relate emotions to some of the experiences of religious figures studied.	Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask children to explain the links. Think about when we visit St Anne's Church for our Christmas service. Find out what will be happening around Christmas or see if the vicar can contact us and let us know. Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus' birthday and that this is important to Christians?



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<p>6. I can explain what happens during advent.</p>	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions</p>	<p>I can describe some of the teachings of a religion.</p> <p>I can describe some of the main festivals or celebrations of a religion.</p>	<p>Introduce the word 'advent', when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene, etc.)</p>
<p>7. I can describe a religious and non-religious decoration and why they may be important.</p>	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions <b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<p>I can describe some of the main festivals or celebrations of a religion.</p>	<p>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>8. I can name the people involved in the Nativity Story and write what they are thankful for</p>	<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions <b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<p>I can describe some of the teachings of a religion.</p> <p>I can describe some of the main festivals or celebrations of a religion.</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 children to create some of their own 'thank you' statements and give them out.</p>