



<p>What this unit contains</p>	<p>The birth of Jesus. Festival of Christmas The Bible is a sacred text for Christians, which teaches about Jesus.</p>			
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit introduces Key Stage 1 pupils to the life of Jesus. Through this unit pupils begin to connect Jesus' life with Christian festivals.</p> <p>This unit is best placed in the second half of the Autumn term in year 1.</p>			
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Pupils could re-tell the story in their own words or by making zig zag books ➤ Pupils could use the library and the Internet to find stories about Christmas 			
<p>Vocabulary</p> <p>Christian Christmas special angel</p> <p>Jesus Mary Joseph shepherd</p> <p>Wise Men Bible innkeeper donkey</p> <p>Elisabeth John present celebrate</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Concept of community of Christians ➤ Responsibilities of parents ➤ Celebrating with each other ➤ Books that have a special meaning and how to show respect for the things that are special to others. 			



Unit 1 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ share which books are special or have special meaning to members of the class; ➤ consider how to treat items which are special with care. 		<ul style="list-style-type: none"> √ √ √ √ 	<p>Before the lesson, ask pupils to each bring in a special book or story and bring in your own.</p> <p>Talk about what makes a book special and why. Discuss how important it is to care for books.</p> <p>Teacher shares personal special book or story with the pupils, explaining why it has a special place in your life. Encourage pupils to share ideas about their special stories. Talk about how stories appeal to people at different times.</p> <p>Tell a story with a special meaning e.g. Jamaica's Find. Explore how this story can help people in their lives. Can pupils think of other stories that do this? Make a display of special stories / books with labels made by pupils telling why stories have been chosen.</p>	<p>Resources Teacher's own special book</p> <p>'Jamaica's Find' by Juanita Havill, pub. Little Mammoth 0-7497-0190-0</p>



Unit 1 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand feelings of anticipation involved in waiting for the birth of a baby; ➤ know the Bible is the special book for Christians; ➤ Know the story of the birth of Jesus is in the Bible. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p></p> <p>√</p> <p>√</p> <p>√</p>	<p>Before the lesson ask pupils to bring in a picture of themselves as babies and bring in your own baby picture.</p> <p>Show pupils one or two Bibles. Then look at a video, a poster or a book to see a Bible being read in a church. Explain that this very special book for Christians contains the story of the birth of two very special babies.</p> <p>Examine the baby pictures. Talk about the feelings of families when a baby is on the way.</p> <p>Tell the story of the angel visiting Mary & Elisabeth to tell them they are going to have babies (Luke 1). Link this to the feelings discussed earlier and explain that this story is written in the Bible, a special book for Christians. Tell pupils that Christians are people who believe Jesus was God's son.</p> <p>Display words explaining feelings with pupils' baby photos. Add class shared writing 'Mary and Elisabeth were told....'</p>	<p>Resources Pupil and teacher baby pictures</p> <p>Compare the respect shown to a Bible on a lectern to that shown by other faiths they may have encountered, e.g. Islam or Sikhism to their sacred texts.</p> <p>Copies of Bibles : old/new, different versions, children's If you have a really special one, e.g. a wedding or family Bible, point out that it is for a special purpose but that its contents are the same as the other versions.</p> <p>N.B. Be sensitive to the feelings of pupils who may feel they were unwanted as babies.</p>



Unit 1 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider ways in which birthdays are celebrated; ➤ know that Christians celebrate Jesus' birthday at Christmas; ➤ Know that cards are sent for both celebrations. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Share experiences of how the class celebrate birthdays. Focus on how the school and / or families mark birthdays especially symbolism e.g. lighting candles. Examine some birthday cards. Talk about the images shown.</p> <p>Show the class a range of Christmas cards, talk about why they are sent and what they show, [e.g. secular images, nature images and images of baby Jesus]. Explain that Christians believe Jesus is the 'Light of the World' and that is one reason for so many cards showing candles. Link the sending of birthday and Christmas cards as Christmas is Jesus' birthday celebration.</p> <p>Make card candles as a background for a display to be developed over several weeks. Add birthday cards to the display. Make a label saying that Christians believe Jesus is the Light of the world.</p> <p>Tell pupils that in the next lessons they are going to find out about the story about Jesus' birthday remembered by Christians at Christmas.</p>	<p>Resources Birthday cards/ Christmas cards – a collection.</p> <p>Candles</p>



Unit 1 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the first part of the story of the birth of Jesus; ➤ reflect on the experiences of Mary and Joseph before Jesus was born. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Recall information from previous lessons about Mary and Jesus.</p> <p>Tell pupils the story of the birth of Jesus up to the journey to Bethlehem, showing illustrations from the book.</p> <p>What do families collect to prepare for the birth of a baby? What made it different in the story for Mary to do these things? Talk about the feelings of characters in the story so far – add Mary, Joseph & donkey characters to display.</p> <p>Write labels for the display explaining the characters' feelings.</p> <p>Explain how people use Advent calendars to count the days up to Christmas Day and that this helps people to remember Mary waiting for her baby to be born. Make pictures to go behind doors of a class Advent Calendar.</p>	<p>Resources</p> <p>'The Story of Christmas' by Jane Ray</p> <p>Advent calendar showing images from the Nativity story</p> <p>Mary, Joseph, donkey for crib scene</p> <p>Links to ICT Unit 'Using Text'</p> <p>N.B. If the school uses an Advent calendar ring or Advent candles, this would be a good time to explore how and why they are used.</p>



Unit 1 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that three Wise Men travelled to visit baby Jesus following a star; ➤ know the Wise Men travelled via Jerusalem where they saw King Herod; ➤ Know that the Wise Men gave Jesus gifts. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Recap the events of the story and continue it to include the visit of the Wise Men.</p> <p>Why was King Herod worried about a new baby king? (e.g. jealous, afraid for his power). Did the King mean what he said to the Wise Men?</p> <p>Let pupils each make two speech bubbles – one of what Herod meant and one of what he said. Talk about times when people do not mean what they say.</p> <p>Make and/or add to the display, Wise Men, their animals etc.</p> <p>Should the Wise Men go back to King Herod? Discuss and vote. Find out what happened through story or video.</p> <p>Watch a video to revisit the whole story.</p> <p>Assessment task Can pupils recall the story making appropriate links to Christianity?</p>	<p>Assessment Levels <i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils retell religious stories and suggest meanings for religious actions and symbols.</p>	<p>Resources Video of the Nativity story.</p> <p>Links to ICT Unit</p>