



Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions..

Key Stage 1

Medium Term Planning

Year: 1		Term: Autumn 2	
Theme: The Christmas Story		Religion: Christianity	Concept: Incarnation
Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?			
Learning Objectives: We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.			
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson)</p> <p>Recap on previous lessons. Children draw on gift tag 4, the gift they would give baby Jesus if he was born yesterday near them (if they would like to give him a gift). Scribe their reason on gift tag 4 and hang the tags on the Christmas tree or display.</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Abbey Owl to share a gift she loves. Is this a strange gift for an owl? What would you give an owl as a gift? Children to bring in from home a gift special to them. Why is it special? Who gave it to you? How did you feel when you received it? Children to write a gift tag to attach to their special gift. Gift tag to have sentence starter: This gift is special to me because... (Gift tag on Activity Sheet 1) Can you think of another time when you give/receive gifts? How does it feel to give a gift? Why do we give gifts? Do we give everyone the same gift? Why/Why not? Draw out that we choose gifts to be meaningful to the people we are giving them to. Include discussion about gifts for a new baby.</p>	
<p>Step 3 Evaluation (1 lesson)</p> <p>Teacher to share with children a basket containing the gifts that were given to Jesus in the Christmas story and an empty, gift-wrapped box.</p> <p>What presents might Christians want to give Jesus if He was born today? Children draw a picture of this gift on Activity Sheet 2 and teacher scribes gift tag 2 to explain why the child thinks it would be meaningful for Jesus.</p> <p>An extension activity: Can the child explain why Christians believe Jesus is a special gift from God to the world? (Gift tag 3)</p> <p>Children could design a 'new baby' card announcing the birth of Jesus.</p>		<p>BRIDGE: THE MEANING OF GIFTS</p> <p>Step 2 Investigation (2 lessons)</p> <p>Use a Children's Bible to tell the Christmas story. Ask the children which gifts were given and by whom. Teacher has a Christmas sack/bag of gifts, including a range of gifts you may give a baby as well as those in the original story. Children to match the gifts to the characters in the story and teacher to ask Qu: Why were these gifts given to baby Jesus? Teach the symbolism of the gifts to Christians and if possible children to handle fool's gold, frankincense and myrrh. Were these meaningful gifts for baby Jesus?</p> <p>Activity: Children to re-tell the Christmas story by making story sticks. Children to have a range of collage materials and stick them on a twig to remember significant parts of the story and gifts that were given. e.g. white cotton wool for lamb, gold shiny paper for gold, blue material for Mary's clothes. Children could act out the story. You could use characters to form a Nativity scene to support the Christmas story and who gave which gifts.</p>	
Evidence in Discovery RE Journals: Children's pictures and gift tags with scribed responses..			

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*



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Resource Pledge
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Key Stage 1 Medium Term Planning

Year: 2		Term: Autumn 2	
Theme: Christmas - Jesus as a gift from God		Religion: Christianity (Incarnation)	
Key question for this enquiry: Why do Christians believe God gave Jesus to the world?			
Learning Objectives: We are learning to reflect on the Christmas story and the reasons for Jesus' birth.			
Teaching and Learning Activities			
<p>Step 4 Expression (1 lesson)</p> <p>Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other.</p> <p> Qu: How do I show love to the world?</p> <p>Activity: Children to fill in third heart template and finish the sentence: I show love to the world by...</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Have Sofia Owl dressed in a superhero cape Make a list of superheroes and talk about reality and fiction. Read the story 'George saves the world by lunchtime' (Eden Project Books) or a similar book. Why did George need to save/rescue the world? What problems does the world face? How can they be solved? Can they be solved by super heroes like Spiderman?</p> <p>What props would you need to save the world e.g. flying cape, magic wand, magical powers to be kind and loving? Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. (Make sure Jesus is not seen as a superhero by emphasising that God thought the world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.)</p>	
<p>Step 3 Evaluation (1 lesson)</p> <p>Revisit key question: Why do Christians believe God gave Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God.</p> <p>Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that...</p>		<p>BRIDGE: SAVE/RESCUE</p>	
		<p>Step 2 Investigation (3 lessons)</p> <p>Recap the Christian belief that God gave Jesus to the world to save/help it.</p> <p> Does the world need to be saved/rescued? Do people need to be saved/rescued?</p> <p>Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples. Who has caused these problems?</p> <p>Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth.</p> <p>Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas?</p> <p>Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story.</p> <p> When baby Jesus was visited in the Christmas story did He have a wand/flying cape/ magical powers? If not, how was He going to save/rescue the world? What was God's plan? Christians believe Jesus is God in human form so He has God's love and power and does not need magical powers.</p> <p>Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Story of Zacchaeus, etc.</p> <p>What was Jesus teaching through His actions?</p> <p> How can showing love to people save/rescue them?</p> <p>Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place.</p> <p>'Love your neighbour as yourself' (Mark 12:28-31).</p> <p>Christians believe God gave Jesus to the world to save/rescue it. Do children have any questions for Sofia Owl ? Use envelope cards.</p>	
Evidence in Discovery RE Journals: Activity Sheet.			

Teacher note: Incarnation

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Key Stage 2

Medium Term Planning

Year: 3		Term: Autumn 2
Theme: Christmas		Religion: Christianity
Key question for this enquiry: Has Christmas lost its true meaning?		
Learning Objectives: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>If you could give the world one gift at Christmas to make it a better place, what would it be?</p> <p>Children to make their gift to the world from modroc or playdough and display, maybe along with a Haiku poem to express their wishes for the world. They can tell Huey Owl what they have made and read him their poems.</p> <p>This could form basis of a class assembly or display in school foyer.</p>	<p>Step 1 Engagement (1 lesson)</p> <p>Wrap Huey Owl in the centre of the parcel for 'pass the parcel' game as a surprise when the last layer of paper is taken off. (Teacher is mindful of who celebrates Christmas or not)</p> <p>Play 'Pass the parcel' (the parcel wrapped in Christmas paper); and every time the music stops the child with parcel says something about their experience of Christmas or of the Christmas holidays.</p> <p>When Huey Owl is revealed he tells children about his Christmas.</p> <p>Children freeze-frame their Christmas experiences or their experiences during the Christian holidays if they do not celebrate Christmas.</p> <p>Class display: What does Christmas MEAN to us? Why is Christmas MEANINGFUL to me or not?</p>	
↑		BRIDGE: MEANING ↓
<p>Step 3 Evaluation (1 lesson)</p> <p>Qu: What is the true meaning of Christmas to Christians?</p> <p>Children to sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles, e.g. Christmas presents.</p> <p>Children to revisit their class displays activity from the engagement lesson and see which of their ideas are related to Christianity and to do with the first nativity.</p> <p>Task: Children complete the Activity Sheet.</p> <p>Then: Do I think Christmas has lost its true meaning?</p>	<p>Step 2 Investigation (3 lessons)</p> <p>From the 'Big Christmas Gift Box', choose a child to pull out a mystery item. Each group takes its mystery item back to their table and explores: What is it? How is it used at Christmas, and what it might mean to Christians?</p> <p>Back in the circle they feed back to tell Huey Owl their answers. Explore what Christmas means to Christians from the starting points of the items.</p> <p>(Items could include: Advent candle, Christmas pudding, Advent calendar with Nativity scene, Christmas carol sheet, Christmas card, Christmas tree fairy, etc.)</p> <p>Conclude: to Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation)</p> <p>Read Christmas story. Reinforce the significance of shepherds, wise men, star, gifts, etc.</p> <p>Visit the local church to see the nativity scenes or act out the story.</p> <p>What is the true meaning of Christmas for Christians?</p> <p>Do children have any questions for Huey Owl?</p> <p>Make a class Christmas tree with decorations to show all the non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc.</p> <p>Make a second Christmas tree with decorations to show ways in which Christmas is meaningful to Christians. (Include birthday card for Jesus, thank you to Jesus for saving/helping the world, star, gold, frankincense etc. anything to illustrate Christian meaning which is that Jesus is the incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.)</p> <p>What does having 'meaning' mean?</p>	
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

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Key Stage 2

Medium Term Planning

Year: 4		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: What is the most significant part of the Nativity story for Christians today?		
Learning Objectives: We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Recap on the meaning of the Christingle and ask children to design their own Christingle (through drawing and labelling or sculpting), thinking about what Christmas means to them. Teacher to ensure the children have written what each part symbolises as well as what they have used. Children to share their personal Christingles with talk partners.</p>	<p>Step 1 Engagement (1 lesson)</p> <p>Remind children they can ask Egbert Owl 🦉 any questions they like by writing them on the envelope cards (Print these from the Discovery RE website). Show children a selection of symbols on Smartboard and explain that symbols mean something that stands for something else, e.g. the M for McDonalds. Show other symbols and children to guess/recall what they stand for, e.g. road signs, male/female toilet sign, Coca Cola, Apple (brand), religious signs such as the aum (Hindu), the cross, Advent wreath, noting them down on whiteboards. Explain that some symbols are universal and others are cultural so may not be recognised worldwide. Ensure that children understand that a symbol is a picture that stands for something else. If time, children could design a symbol which represents something interesting about them or a series of new road signs, e.g. 'elephants crossing'. Why do we need symbols? What could Egbert Owl 🦉 be a symbol for?</p>	
<p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Introduce key question: What is the most significant part of the Nativity story for Christians today? Use Activity Sheet. Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?</p>		
BRIDGE: SYMBOLS ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>Egbert Owl is wearing tinsel and sitting in a Christmas stocking (or similar). Children given two minutes to note down as many Christmas symbols as they can think of, both religious and commercial. Children to share their ideas and teacher to discuss how some of these symbols signify the Christian meaning of Christmas, whilst others are commercial. Children could thumbs up and down on this. Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event. Children to refer to their whiteboards and cross-reference whether they have any symbols from the story and add any more from the Christmas story. Qu: What symbols are there and what meaning do they have? What do they stand for? Symbols to consider; The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The Incarnation of God. The star guided the wise men just as Jesus is the light that guides people to God. The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone. The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role. Myrrh is also used in perfumes and incense and in Jesus' day was an embalming ointment which symbolises his death. The manger and stable were humble beginnings for a 'King'. The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God. Jesus as God's son symbolises God's gift to the world in order to save and help the world. Children to research what the different symbols mean. Introduce concept of INCARNATION. Arrange a possible visit to a church to explore other symbols of Christianity. Discuss with the Vicar what they consider to be the most important symbol of Christmas and why? Use 'Crossing the Bridges' material. See www.discoveryschemeofwork.com. Show the children a Christingle and discuss the meaning of it for Christians as 'Christ's Light' and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something/symbols. The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the 'world' and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolise God's gifts to the world including kindness and love. Children can make these and share with Egbert 🦉.</p>		
Evidence in Discovery RE Journals: Activity Sheet		

Teacher note: Incarnation

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Key Stage 2

Medium Term Planning

Year: 5		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: Is the Christmas story true?		
Learning Objectives: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson) 🦉 Qu: What is a story that you have learnt the most from and why? (Reinforcing that stories can be meaningful, whether they have happened or not!)</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson) Children to complete the 4 boxes on the Activity Sheet. Recap on different types of truth.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson) Auberon Owl 🦉 is dressed in a Christmas hat and has Christmas presents with him. Teacher to show the children a news clip showing an event that has happened. Children to watch with no sound and then on whiteboards have two minutes to write their eye-witness account. Teacher to ask for some of the accounts to be read out. Are the accounts the same? Why not? Children to watch the news clip again this time with sound. Qu: What happened? Does the version of events match your eye witness account? What's different and why? What's the same? So which of our accounts is true? What does true mean? Discuss how eye-witness accounts are subjective and even though we have all witnessed the same event, we each see things through our own lens. Activity: In groups children to have different newspaper articles and internet reports about the same events to see how they are the same/different. Discuss different types of truth e.g. historical, scientific, personal (beliefs). 🦉 Why are we thinking about different types of truth when we are about to study Christmas? Introduce Enquiry Question: Is the Christmas story true?</p> <p>BRIDGE: WHAT DOES 'TRUE' MEAN ↓</p>
<p>Step 2 Investigation (3 lessons) 🦉 Qu: What do you know about the Christmas story? Children to share their ideas and teacher to scribe, making a large brainstorm (including the date we celebrate Christmas). Teacher to show the children a selection of artwork, Christmas cards and advent calendars which show the nativity scene (with everyone present, including wise men, shepherds, etc.). Internet search for "nativity scenes in art" for ideas. Read the children a very simplified version of the Christmas story which shows everyone in the stable at the same time. Qu: Who is present at the birth of Jesus? Why are they all there at the same time? Qu: Is this Christmas story true? Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people. Luke Ch 1: 26-38 and Ch 2: 1-20 Matthew Ch 1: 18 - Ch 2: 12 Class split in half and one half to have a copy of Luke's account to read and the other half to have Matthew's account. Children to read their account and then make a story map of the events that are told. Children to then pair up with someone with a different version and each read their story and show their partners their story map. In pairs they have a few minutes to note down the similarities and differences between the two accounts. Both groups to come back together and share their findings. Qu: Who's version of the Christmas story is true? Why? Why are there different versions? What type of 'true' is this? 🦉 Qu: If we are questioning who was actually present during the Christmas story and when they were there, what else might be true/not true? 🦉 Qu: Was Jesus really born on the 25th December? Introduce the key question: Is the Christmas story true? If we are questioning the factual side of the Christmas story, can it be true in a different way? Can stories and events have meaning i.e. can we learn from them even if they didn't happen exactly as recorded? Possible Christian visitor to answer the question of what does Christmas mean to them. Is Christmas true to them? How? Direct Teaching: Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death. Come back to discuss different types of truth: historic/scientific/personal. Is one of these more important? Which type of truth can be applied to the Christmas story? Could do a simple experiment to discuss scientific truth.</p>		
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Teacher note: Incarnation

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