

Autumn 2 Year Group: Two		Teacher: Debbie Conreen		Religion/belief: Christianity		Key Question: How do we respond to the things that really matter?	
Focus Question: What do special stories from God teach worshippers and others? How and why do symbols show us what is important in religion?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – writing about their special gift (recount or descriptions); writing acrostic poems; drama ICT –interviewing and recording an interview Geography – walk around the local area to look for symbols linked to Christmas Art/DT: looking at Christmas art and making Christmas Cards		Shared human experience: pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth. Living religious traditions: pupils will enquire into examples of worship in religions locally, nationally and globally. Beliefs and values: pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration. The search for personal meaning: pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.			
Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none">• name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.• identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.• enquire into and explore how religious beliefs and ideas can be expressed through the arts in worship and communicate their responses.• identify and suggest meanings for religious symbols and begin to use a range of religious words.				Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none">· reflect on and consider religious and spiritual feelings, experiences and concepts such as thanks, joy and sadness, worship, wonder, praise and concern.· enquire into and identify what matters to others and themselves including those with religious commitments, and communicate their responses.· recognise that things we consider of worth, including religious teachings and ideas about worship, can make a difference to individuals, families and the local community.			
	Key questions		Learning objectives/intentions	Possible activities		Possible resources	
SHE	Can I explain how it feels to give and receive gifts?		To understand why we give and receive gifts and the feelings associated with both giving and receiving gifts To recognise symbolism at Christmas in the home, school and community	Wrapped up gift – what could be inside? Who might the gift be for? Open the gift and look at the contents clues? Which celebrity might this be for? Or what other type of person might it be for? Pair share a time when they were given a gift that was special to them. Children write a simple recount of them receiving their special gift. What is your most special gift? Why is it so special? Why is it more special than any of the other gifts you have received? Children take on the role of a reporter interviewing each other. This could be recorded on the ipad. They are to explain what the gift is, how it made			

			<p>them feel when they received the gift? Do gifts have to be something you can touch? Why?</p> <p>Explain to the children that they are going to decorate the classroom to celebrate Christmas. Think about their homes and what they do to show Christmas is coming. What are the symbols? Take a walk around the local area to look for signs that people are preparing for Christmas. What symbols do they see? Take particular note of the use of Christmas lights and stars.</p>	
LRT	Can I identify the symbols used by Christians to celebrate Christmas?	<p>To describe how Christians use light and symbolism at Christmas time</p> <p>To know the gifts given to Jesus at his birth</p> <p>To know the Christmas story and in particular the significance of the gifts from the Wise Men and the star guiding them</p> <p>To recognise how light is used around the world at Christmas</p>	<p>Link back to the symbols used at Christmas and in particular the use of lights, gifts and stars. Why do they think this is so? Briefly research and list signs of celebration such as hymns, gift service, church colours, use of candles, decorations, Nativity plays/services. Read/share excerpts from different versions of the Nativity story, noting author and Text. Make a display of versions of the Bible story.</p> <p>Make a chart recording characters in the story and the gifts they gave to Jesus and the use of light in the story. Role play the nativity story to make sure the story is firmly in their memory.</p> <p>Examine art work depicting events of Christmas story. What gifts did Jesus receive? What were they? Why did they give Jesus those particular gifts? Use painting activity to highlight character/Jesus and relevant use of symbols. Make a card using an image showing response.</p> <p>Are the same symbols used around the world? How are lights and stars used around the world at Christmas? Write acrostic poem about Christmas.</p>	

B and V	Can I explain why Christians believe that Jesus is the light of the world and also a special gift from God?	<p>To know that the star guided the wise men to Jesus</p> <p>To understand that Christians believe that Jesus is the Light of the World</p> <p>To know that Jesus was sent from God as a special gift to all of mankind</p>	<p>Review with the children the significance of the star guiding the wise men to Jesus and also the reference to Jesus being the 'Light of the World' in the bible. Why do they think Jesus is referred to as the Light of the World and why is He described as a gift from God? Look at links with the Bible. Use work of musicians (hymns) or artists to investigate how they indicate the belief in Jesus as the fulfilment of God's promise e.g. use of light, symbols, grandeur, words.</p> <p>In particular, look at the words of popular and traditional Christmas carols and hymns and how they link in the theme of Jesus being the Light of the World and a Gift from God to mankind.</p>	
SPM	Who is my light in my life and how can I show them?	<p>To understand that gifts do not have to be expensive to mean something</p> <p>To consider what gifts they have and what they could offer to others</p> <p>To conduct an act of kindness in the local community</p> <p>To consider the use of symbols as Christmas and who they consider to be the light of their life.</p>	<p>Ask the children to write a list of all the gifts they received last year at Christmas. Have a large gift box (containing a packet of crisps) that is wrapped expensively and a small gift (a ten pound note) wrapped in newspaper. Using Post its, ask the children to write their names and make a selection as to which gift they would like to receive. Discuss which one they have chosen and why. Does the size of the gift matter? Do gifts always have to be expensive? Why?</p> <p>Talk to the children about possible gifts that they could give to someone which are inexpensive – Acts of Kindness that they could do in the community or in school.</p> <p>If you only had one person you could give a gift to who would it be? What would it be and why? Children are to write about their special gift to a special person who is the light of their life, explaining why they are the light of their life.</p>	

			Look at the lyrics of In the Bleak Mid-Winter. The shepherd has nothing so he gives a lamb. What would they give to Jesus as a gift?	
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