



Medium-Term Planning

Focus Subject: RE



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| Term and Year: | Year 5/6 - Autumn 2 - 2020 |
| Teacher: | Miss Swan |
| Topic: | Christianity |
| Key Question(s): | What do the gospel stories tell us about the birth of Jesus? |
| RE Day Visit/Visitor: | N/A – Covid 19 |

| RE Concepts | |
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| Belief | <ul style="list-style-type: none"> • Introduction to the special nature of Jesus shown through his special birth • Jesus as the son of God • Jesus as a gift to the world |
| Authority | <ul style="list-style-type: none"> • Special stories from the Bible • Jesus as important – as shown through his birth – Christmas [Incarnation] • The significance of Jesus as the son of God in Christian belief shown through key events in his life: birth |
| Expression of Belief | <ul style="list-style-type: none"> • How Christians celebrate Christmas • The significance of rituals/objects/symbols associated with Christian worship/Christmas • Prayer and its importance for Christians |
| Impact of Belief | <ul style="list-style-type: none"> • Christian values and ways of living based on the teachings of Jesus – love, care, forgiveness • How Christians show commitment and belonging to the Christian community • |

| Key Vocabulary: | | | | |
|------------------------|----------------|----------|--------------|-------------|
| Birth | Interpretation | Critical | Similarities | Differences |
| Gospels | Matthew | Luke | Contrast | |

| Lesson Question | | Key Learning Intentions | Lesson Activities |
|-----------------|--|--|---|
| Lesson 1 | What do we already know about the Christmas story? | <p>Pupils should learn:</p> <ul style="list-style-type: none"> to recall the events of the birth of Jesus – the Christmas story | <ul style="list-style-type: none"> Pre-assessment – what do they already know? Children to create a storyboard of the birth of Jesus – pictures and sentences – recalling what they know about the birth of Jesus. Is the story of the birth of Jesus always the same? - discussion |
| Lesson 2 | What do we mean by interpretation? | <p>Pupils should learn:</p> <ul style="list-style-type: none"> To explain what interpretation means how different people might interpret things differently compare their own interpretations with other people's interpretations | <ul style="list-style-type: none"> Ask children to draw a picture by following your instructions – give them really vague instructions e.g. draw a square, draw a circle at the top etc. – some children will draw the circle on top of the square, others will draw it on the top of the paper. Ask children to look at each other's pictures – it is unlikely that they will be the same -talk about that's how the children interpreted you instructions and everyone interprets things differently. Read the story of The Elephant and the Blind Men. Discuss how if you only listened to one of the blind men's descriptions of the elephant you would not get much information, and that to get the most truth you need to listen to as many accounts as possible to get the clearest picture. Were any of the blind men wrong? Children look at Playground Scene Activity Sheet and Interpreting Art Activity Sheet and complete their interpretation of the scene/piece of art. Children work in pairs to discuss their interpretation of the same piece of information. Children complete the final box at the bottom of their activity sheet and write a paragraph to compare how they interpreted their information compared with a friend. Were your interpretations similar? |
| Lesson 3 | Where do we find out about the birth stories? | <p>Pupils should learn:</p> <ul style="list-style-type: none"> to investigate the two versions of the birth of Jesus and identify similarities and differences | <ul style="list-style-type: none"> Explain that there are only two gospels which include the birth of Jesus. Give pupils Matthew and Luke gospels – read through the gospels in pairs and annotate Identify the similarities and differences between the two versions – what is in Luke, Matthew, both, neither – compare to the Christmas story they know – what things are the same/different to what you already know? |
| Lesson 4 | Why did Matthew and Luke write their stories? | <p>Pupils should learn:</p> <ul style="list-style-type: none"> about the significance of the two contrasting stories for Christian belief | <ul style="list-style-type: none"> Briefly go over similarities and differences in the 2 birth stories. Explain to pupils that Christians believe that Matthew and Luke recorded their differing versions of the birth stories in order to teach followers specific but differing things about the importance of Jesus. Why did Luke focus on the shepherds and not the Kings – and vice versa for Matthew - discussion Pupils to complete a piece of artwork which depicts the contrasting stories. The children should annotate their artwork, emphasising the different purposes of Gospel writer. |
| Lesson 5 | Are the birth stories true? | <p>Pupils should learn:</p> <ul style="list-style-type: none"> to discuss/give views and reasons to the question 'are the birth stories true?' to distinguish between features of the birth stories in the gospels and other features of Christmas stories/celebrations | <ul style="list-style-type: none"> Discuss as a class – some people say that the gospel stories are both so different they can't be true. What do you think? Can the stories still be true? Do the stories contain truths? Give your views and reasons. Card sort using cards, symbols and objects – which cards show the story according to Matthew, Luke, both or neither (e.g. Father Christmas) Discuss the idea that some features have been added to the gospel birth stories in some pictures. Stories, plays and carols e.g. Father Christmas visiting Jesus, the Shepherds bringing the gift of a lamb. Ask pupils to distinguish between these and state whether or not they are part of the original gospel birth stories. |