Archdiocese of Liverpool

To Know You More Clearly

The Religious Education Directory

EYFS Reception Scheme of Work

Prophecy & Promise

Education Department

EYFS Reception Prophecy & Promise

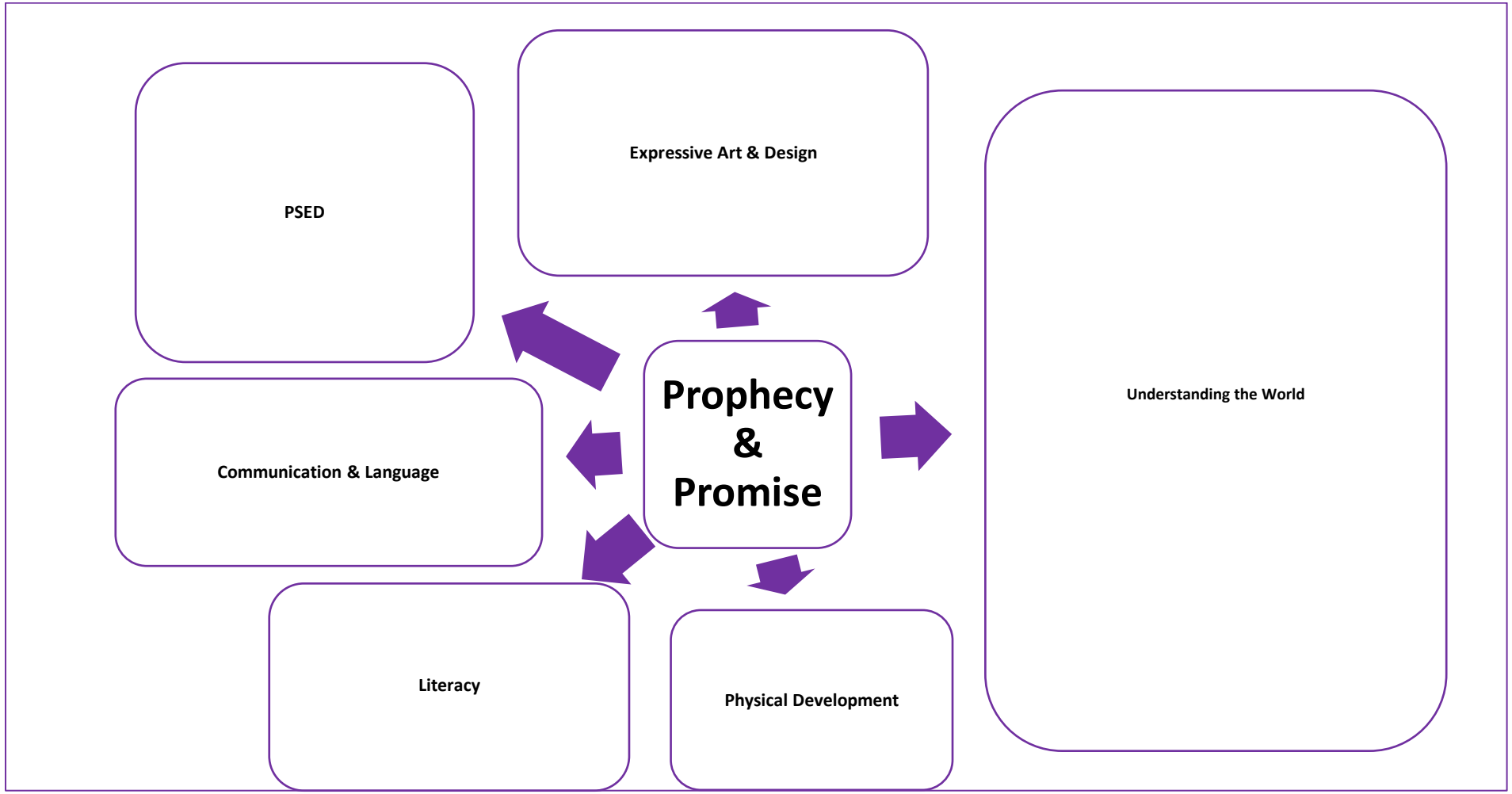
Overview	Introduction	General Guidance
Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). In the Old Testament the prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation. (when God became man)	***Prior Learning – Reminder** - *The Bible tells us all about God. We have to keep this in a very special place (prayer space/focus, place the book with the title Bible and the 'Word' of God) Can you remember where our special book is? Who can remember what the book is called? Remember this book tells us all about God. Would you like to hear a special story about God today?* • **Please remember to use a Good News Bible – whilst this is not an accessible read for children, they need to experience what a Bible looks like, and how it is used – just as in other religions in Christianity this is a sacred book and needs to be treated with the utmost respect and care.** • **Children will see how you as an adult use the Bible – they may not understand the words but it is our job then to retell the story in as many ways as possible – through retelling, crafts, art, dance etc… etc…** This may be the very first-time children will have heard the story about Mary and Jesus. And possibly their first nativity in a school setting. ****Please note that some of the introductions and activities are from the Nursery scheme of work – this is to accommodate schools that do not have a Nursery setting. Please adapt as necessary to suit the needs of your children. It may be useful for teachers to plan Nursery and Reception together so that progression can be identified. However, children at this age often need some repetition.**	• Please ***begin with Hear for each sequence.*** • The sequences themselves as a whole may be best suited in a different order especially considering the age and stage of the children. • Also, there may be times when you may wish to teach Believe, Celebrate and Live in a different order following Hear or together to suit the needs of the children. • **The activities within the sequences are suggested and you do not need to cover them all! Just ensure you are covering 10% of your curriculum time each week for Religious Education.**

Prophecy and Promise Theme for Reception:

The focus of this branch is for pupils to develop an understanding of God's love

- **Creation and Covenant – God shows his love by making a wonderful world for us all to live in. God wants us to look after the world and one another.**
- **Prophecy and Promise – God shows his love by sending his son, Jesus to live with us. Jesus is born to show us how to love everyone.**

Ways of Knowing



You may wish to populate the topic grid to place Religious Education at the heart of learning

TEACHING SEQUENCE				**EYFS RECEPTION BRANCH 2**
		Mary is chosen by God		

***Prior Learning – Reminder** - *The Bible tells us all about God. We have to keep this in a special place (prayer space/focus, place the book with the title Bible and the 'Word' of God) Can you remember where our special book is? Who can remember what the book is called? Remember this book tells us all about God. Would you like to hear a special story about God today?*				
HEAR	**BELIEVE**	**CELEBRATE**	**LIVE**	**WAYS OF KNOWING**
The Annunciation *Luke 1:26-31, 38*	Mary was chosen by God to give birth to his son.	Advent traditions		**UNDERSTAND** **What will I see and hear to help me understand?** • The Bible as a special book. • Begin to hear about Mary. • Hear about Mary and the Angel Gabriel. • Mary was chosen by God. • Mary said yes to God.
				DISCERN **How will I discover more?** • Talking about and taking part in Advent traditions
				RESPOND **What can I do now?**

Scripture (HEAR) Good News Translation

Luke 1: 26-31, 38

God sent the angel Gabriel to a town in Galilee named Nazareth. [27] He had a message for a young woman promised in marriage to a man named Joseph, who was a descendant of King David. Her name was Mary. [28] The angel came to her and said, "Peace be with you! The Lord is with you and has greatly blessed you!"

[29] Mary was deeply troubled by the angel's message, and she wondered what his words meant. [30] The angel said to her, "Don't be afraid, Mary; God has been gracious to you. [31] You will become pregnant and give birth to a son, and you will name him Jesus. [32] He will be great and will be called the Son of the Most High God. He will be a special King. ~~The Lord God will make him a king, as his ancestor David was, [33] and he will be the king of the descendants of Jacob forever; his kingdom will never end!"~~

[38] "I am the Lord's servant," said Mary; "may it happen to me as you have said." Mary said, 'Yes,' I will have a baby and call him Jesus. And the angel left her.

HEAR

Teacher notes

Please see the adapted reading above – T this age the children won't need to hear about the descendants of Jacob – this learning will happen in later years.

****Retelling the story**

Please be very careful when choosing any other resources from for e.g. from YouTube cartoons as the images and words may lead children to think of the story as magic! The story is known as a 'mystery' to Catholics and should be told as it is in the Bible.

Suggested Resources

Sing

- The Angel said to Mary – use the video clip of the song from St Anne's – thank you Sophie – please find in Evidence folder on the SharePoint

Also on Mission Together – Nursery **Rhyme Nativity with music – starts at 0:50**
https://missiontogether.org.uk/calendar/advent-resources/

Learning Activities

- Introducing Mary to the children.

"We are going to hear a story from the Bible about a very special lady called Mary. Mary was very good when she was a little girl. She always did as she was told and was kind and loving to everyone. When she grew up she was going to get married to a man named Joseph. "

Reenact this with play figures and introduce Mary and Joseph – display them on the prayer table/focus so children start to identify them. Explore how they always try to be good for their mums or people who look after them.
See work from Christ the King evidence – thank you Lorna. Please find in Evidence folder on the SharePoint

- Hear the story from the Bible – Luke (as adapted) directly from the Bible.
- Retell the story of Mary's baby in your own words using the Golden Box – please consider the advice on resources above in the teacher's notes. We would advise keeping the story simple and using peg dolls from the Golden Box. *Or/And* …Retell using images from God's Story
- **Mary said, 'Yes,' I will have a baby and call him Jesus.' Sing together to retell the story - Mary Said "Yes!" Lyrics Alan Nona https://www.youtube.com/watch?v=ucJ79RKoxrA**

- **Writing** – Mary was going to have a baby.

Continuous Provision

- Role play - Mary's house and the visit from the Angel Gabriel.

	• Small world play – Mary and the Angel Gabriel – use ideas from St Aloysius evidence bank of photographs – thank you Oonagh and staff. Please find in Evidence folder on the SharePoint

BELIEVE	
Teacher Notes • **Mary was chosen by God to give birth to his son.** Mary's lineage directly traced back through David, Judah, and Jacob (Luke 3:23-38). The Savior had to be born in the right lineage, to which Mary perfectly fit the requirements. There were multiple prophecies in the Old Testament concerning the Savior, which specifically recorded that the Lord would be born of David's lineage. The prophet Isaiah wrote, "A shoot will come up from the stump of Jesse; from his roots a Branch will bear fruit" (Isaiah 11:1). Mary was chosen because of her obedience. Mary was a young virgin woman when she was carrying Jesus because it was a divine pregnancy and birth. Since Jesus was born of a virgin, He was not born with a sinful nature. The Lord chose Mary because of her obedience to Him and her willing heart. ***In Reception, it is enough for the children to understand that Mary was a good person who loved God.***	
Suggested Resources	**Learning Activities** • **Wonder – why was Mary chosen by God?** Retell the version of the story again through images and art. Please note that some of the images have been cropped as the focus is on Mary alone. **Talk about the three images** - *What is Mary doing? Why?* - *How old do you think Mary is?* - *Describe the things in her house* - *What is she wearing?* - *Do you think she was very rich?* - *Did she live in a big house?* Using a simple image of Mary from God's Story or other suitable one ask the children to find words that describe Mary and her house or scribe for the children. Tidying up, cleaning, sewing, busy, no shoes, pots, pans, wooden door etc… Lead children to understanding that Mary was very good, she always did her jobs and chose to look after the house and make clothes and cook. She loved God very much. That is why God chose her.

https://theimaginationtree.com/cardboard-lacing-hearts/

- *God's Story 2*
- *https://www.godwhospeaks.uk/our-lady-and-the-thread-of-life/*
- *https://pixels.com/featured/annunciation-to-mary-cathy-france.html?product=art-print*

- Make the links between mums/dads/carers/nans etc .. family love & Mary as a mum.
- Remind children of all of the wonderful things that God has given to us – explored in Creation and Covenant – share some work as a reminder. God didn't stop there, he sent his Son Jesus. God loves everyone, Jesus loves everyone. That is why it is so important that we get ready for Jesus.
- Explore with the children – What is Love? https://www.bbc.co.uk/cbeebies/watch/whats-the-big-idea-love Share the clip with children. **OR as an extension of this – What do you think this word means – LOVE Can you draw a picture about love - can they draw and talk about their picture? What do we think LOVE means in our classroom, at home, with our friends? Make a love board to add words, pictures etc…**
- God gave me Jesus' song https://www.youtube.com/watch?v=WHUpcJmFbQo
- Crafts for the Christmas tree – lacing love hearts – you may wish to make larger and fewer holes! (see the ideas in resources)

Continuous Provision

- Home corner – family looking after babies.
- Continue - Role play - Mary's house and the visit from the Angel Gabriel.
- Continue - Small world play – Mary and the Angel Gabriel **– use ideas from St Aloysius evidence bank of photographs – thank you Oonagh and staff.**
- Love crafts

CELEBRATE

Teachers Notes

- **Advent traditions**

Advent starts on the fourth Sunday before Christmas Day. It marks the start of the Church's liturgical year. Advent comes from the Latin adventus, meaning 'arrival' or 'coming'. It's a key time in which we prepare ourselves to celebrate the Lord coming into the world as the incarnate God of love. The liturgical vestments priests wear during the season are purple, matching the candles lit on the Advent Wreath each Sunday of Advent. Purple is a colour typically associated with penance. The exception is the third Sunday – Gaudete Sunday – when priests wear pink vestments – the colour of rejoicing. Advent has a two-fold character: for it is a time of preparation for the Solemnities of Christmas, in which the First Coming of the Son of God to humanity is remembered; and likewise when, by remembrance of this, minds and hearts are led to look forward to Christ's Second Coming at the end of time. For these two reasons, Advent is a period for devout and expectant delight.
Younger children need to build foundations of learning about Advent by making promises. You may find that making a different promise every day as you open an Advent Calendar might be too overwhelming. A suggestion is to have one promise per week – this way they will be building on the idea of the four candles on the Advent Wreath.

Please Note

***The Nursery activity is built around using a large crib – for class prayer and worship and end-of-topic reflection, the * Reception activity is an individual small crib which can then be used for individual prayer and shared at home – this will progress prayer and understanding that Jesus' love is for everyone and as a personal response. If you do not have a Nursery setting please choose either a larger class crib or individual – or maybe both!**

Preparing the manger/crib

is the practice of preparing a soft bedding in the manger for Jesus by using little wisps of straw as tokens of prayers and good works through the season of Advent. This is originally a French custom that quickly spread to other countries. Every night the child is allowed to put in the crib one straw for each act of devotion, good work or sacrifice performed. "Thus the Christ Child, coming on Christmas Day, finds an ample supply of tender straw to keep Him warm and to soften the hardness of the manger's boards" (Francis Weiser, Handbook of Christian Feasts and Customs, 1958).

Suggested Resources

Learning Activities

Introduce a suitable Advent Calendar to the children – many will have one at home, however, please share one that is Christian for the purposes of Religious Education. Counting down of days can be combined with promises. Link the promises to **preparing the crib** – see below and this can also be linked to the class Collective Worship.

Example – translating the four weeks for Reception children … *please adapt to suit the needs of your class*

https://lemonsqueezyhome.com/baby-jesus-and-manger-tutorial.html

The Last Straw storybook
https://www.youtube.com/watch?v=sNHbLr-syXk

Advent Hymn

- We are waiting to welcome Jesus – Bernadette Farrell – repetitive hymn https://www.youtube.com/watch?v=Pl18G23u-t4&list=PLbieJGvfcyVA56DiUnIPvAiR8WiIapz_N&index=18

Waiting for Jesus is hard, it can take a long time. Each week we can try to remember to work hard or listen, share, say how we are feeling, love …Let's make some heart promises… you may wish to combine this with the heart crafts for the tree – see above.

- ***I love to work hard or listen*** *(while we are waiting hopefully - Hope)*
- ***I love to share*** *(while we are peacefully waiting - Peace)*
- ***I love to be joyful - Say how we are feeling*** *(while we are trying to wait joyfully - Joy)*
- ***I love my family and friends.*** *(while we are waiting lovingly - Love)*

***Ongoing activity for adding to the crib each day for the promises we have made in Advent*

Preparing the Crib

- This tradition symbolises each person's effort to prepare a **special place in their hearts** for the baby Jesus.
- Share the story about collecting straw in preparation for Jesus coming at Christmas. **The Last Straw.** *You may wish to retell the story that you can hear on you tube – using the Golden Box - the link is in resources- as there are no pictures. The book can only be bought from US however, if I can get a copy I will upload it onto SharePoint.*
- Give each child an empty manger. A small cardboard box covered with bright paper will do as well.
- At a particular time each day, the children take a small piece of cloth/string/straw in exchange for promises made in Advent – they place the string etc over Advent in the small crib to prepare a soft bed for Jesus. You may wish to extend this activity and send home a small crib for the children to prepare with their families too.
- Small peg dolls can be decorated or covered with material to make a baby Jesus. This is then placed in the crib nearer to the end of term or on Christmas day at home.

OR you could surprise the children and place Jesus in each child's crib and celebrate his birth.

Continuous Provision

- Prayer focus area
- Mirror sign of the Cross
- Home corner – family looking after babies.
- Continue - Role play - Mary's house and the visit from the Angel Gabriel.

	• Continue - Small world play – Mary and the Angel Gabriel **– use ideas from St Aloysius evidence bank of photographs – thank you Oonagh and staff.** • Hearts crafts

Assess Pupils'…..WAYS OF KNOWING	**Informal / Formal Assessment Comments**
UNDERSTAND **What will I see and hear to help me understand?** • The Bible as a special book. • Begin to hear about Mary. • Hear about Mary and the Angel Gabriel. • Mary was chosen by God. • Mary said yes to God.	
DISCERN **How will I discover more?** • Talking about and taking part in Advent traditions	
RESPOND **What can I do now?**	

TEACHING SEQUENCE	**EYFS RECEPTION BRANCH 2**
Jesus was born in a stable	

HEAR	**BELIEVE**	**CELEBRATE**	**LIVE**	**WAYS OF KNOWING**
The Nativity Luke 2: 4-7	Jesus was born in a stable and laid in a manger.	The tradition of the crib to tell the story of Jesus' birth	Advent promises - *ongoing*	**UNDERSTAND** **What will I see and hear to help me understand?** • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone.

				DISCERN **How will I discover more?** • Talk about and respond to artwork that depicts the Nativity. • Sharing Advent promises
				RESPOND **What can I do now?** • Singing Advent songs and Christmas carols. • Sharing how Christians celebrate the birth of Jesus. • Showing how we live by our Advent promises

Scripture (HEAR) Good News Translation

4 Joseph went from the town of Nazareth in Galilee to the town of Bethlehem in Judea, the birthplace of King David. Joseph went there because he was a descendant of
David. 5 He went to register with Mary, who was promised in marriage to him. She was pregnant, 6 and while they were in Bethlehem, the time came for her to have her
baby. 7 She gave birth to her first son, wrapped him in cloths and laid him in a manger—there was no room for them to stay in the inn.

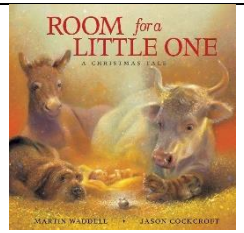
HEAR & BELIEVE

Teacher notes
HEAR The Nativity
BELIEVE Jesus was born in a stable and laid in a manger.

****Retelling the story**

- Please be very careful when choosing any other resources from for e.g. from YouTube cartoons as the images are sometimes unsuitable. Please stick to the simplicity of the story itself.
- If you do not have a Nursery setting, you may wish to add in about the tradition of animals in the stable. You may also wish to do the animals in the stable again in Reception.
- Please see the Nursery planning for the Teachers Notes - **Were Animals in the Manger on the First Christmas?** https://outdoornativitystore.com/blog/manger-scene-animals-history/

Suggested Resources	Learning Activities
• Key words wall **For those who are telling the story of the animals in the satble** • **https://www.youtube.com/watch?v=LgdJyrs1vE8**	• Hear the story from the Bible – Luke directly from the Bible. *Or/And …* • Retell using images from God's Story • **Introducing a new family – the Holy Family - Mary, Joseph and Jesus** • Retell the story using the Golden Box.

 • **Story of Jesus Birth for Kids** | Nativity Story for Kids | Christmas Books Read Aloud *Happy Cultivated* ***Stop reading before the shepherds are introduced and continue the story later.*** https://www.youtube.com/watch?v=lrFycLHOZLc	• *if you are choosing to do this Talk about the stable – where animals were kept such as sheep or donkeys and how the animals would have eaten from the manger which we now know as a crib. – .* • Reenact this with themselves and with play figures Mary, Joseph and Jesus – display them on the prayer table/focus so children start to identify them. Explore links to their own family. • Remind children of their love they have been sharing and promises made through Advent – link to the love the Holy Family had – read Nativity Story with the children and focus on the love • **Story of Jesus Birth –** see link read up to 1:20 and continue after the next bible story • **Writing** – Jesus was asleep in a crib/ Jesus was born in a stable. Etc… **Continuous Provision** • Role play – the stable – Mary, Joseph and Jesus and animals. • Using small-world figures travelling to Bethlehem/stable • Outdoor – travelling to Bethlehem

CELEBRATE & LIVE	
Teacher Notes: • The focus on celebrating and living has been brought together to give children a holistic approach of understanding the story. • **CELEBRATE** The tradition of the crib • **LIVE** *Ongoing* Advent Promises **CELEBRATE & LIVE - Advent, it is a time to get ready for Christmas.** When the child Jesus was born, his mother Mary laid him in a manger. The manger became his crib. The word "manger" comes from the Latin word manducare which means "to eat." A manger or crib is a wooden or stone-feeding trough or food box that holds hay for larger farm animals like cattle, horses, and donkeys. Mangers were located wherever livestock were kept, places like stables or caves. When Mary and Joseph arrived in Bethlehem there was no room for them at the inn, so they were forced to find lodging elsewhere, probably in a cave where animals were staying. When Jesus was born, Mary would not have wanted to lay her infant on the hard, cold, stone floor. Instead, she had to make do with what was available and the manger proved to be a convenient alternative: the hay was soft, the box was up and off the ground, and the sides tall enough to keep her child safely inside. Jesus was not laid in a manger by accident. It is a major spiritual symbol. Animals go to the manger for physical food, but with Jesus lying on the hay, we can go to the manger for spiritual food. Jesus has an infinite storehouse of nourishment available, and we can approach him any time and never go hungry. Jesus feeds us with his love.	
Suggested Resources **Holy Family Plates**	**Learning Activities** **Crafts**

Holy Family Cards

Holy Family Stick Puppets

Carols

- **Away in a Manger**

https://www.youtube.com/watch?v=fRkKHGdjvRA

- **Silent Night**

- **Celebrating the tradition of the crib**. Make **Holy Family** plates, cards, stick puppets – retell the story so far as they make their items. Recognise who each person is and what they have been doing leading up to this point in the story. Recognise the importance of the crib. What are they wondering about the baby that is inside? What do they think he will grow up like? Talk about this family in comparison to their own. Why do they think this family story is special?
- **Celebrating the tradition of the crib.**
  Painting by Gerard van Honthorst 1590 – 1656
  https://www.artbible.info/art/large/656.html .... background notes

Using this painting (which has been cropped) recognise and talk about …

- *Who is gathered around the crib?*
- *Who is inside the crib?*
- *Is it dark or light?*
- *Where is the light coming from?*
- *What are Mary and Joseph doing?*
- *Are they showing love to the baby? How do you know?*
- *Jesus look like a light – why do you think he is like a light in the picture? Lead children to see that Jesus is the light.*

Continuous Provision

- Role play – the stable – Mary, Joseph and Jesus and animals.
- Using small- world figures travelling to Bethlehem/stable

https://www.youtube.com/watch?v=kjCOiH-kbs8 • **In a Manger Monica Scott** (good for reflection music) https://www.youtube.com/watch?v=fmBVV79j82Y	• Outdoor – travelling to Bethlehem • Writing – simple key words match to an image etc… Mary Joseph Jesus crib stable & sentence work Jesus was in a crib etc…

Assess Pupils'…..WAYS OF KNOWING	**Informal / Formal Assessment Comments**
UNDERSTAND **What will I see and hear to help me understand?** • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone.	
DISCERN **How will I discover more?** • Talk about and respond to artwork that depicts the Nativity. • Sharing Advent promises	
RESPOND **What can I do now?** • Singing Advent songs and Christmas carols. • Sharing how Christians celebrate the birth of Jesus. • Showing how we live by our Advent promises	

TEACHING SEQUENCE	EYFS RECEPTION BRANCH 2

The Shepherds

HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
The Shepherds visit the manger. *Luke 2:8-20*	Shepherds were told by angels to visit him		CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. ***The Dignity and Rights of Workers***	**UNDERSTAND** **What will I see and hear to help me understand?** • Recognise and retell the story of the shepherds as the first visitors to see Jesus • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone. **DISCERN** **How will I discover more?** • Talking about why the shepherds were the first visitors. • Talk about and respond to artwork that depicts the Nativity – showing Mary, Joseph, Jesus and the shepherds. **RESPOND** **What can I do now?** • In Advent we help others and ourselves (CST)

Scripture (HEAR) Good News Translation

The Shepherds and the Angels

8 There were some shepherds in that part of the country who were spending the night in the fields, taking care of their flocks. 9 An angel of the Lord appeared to them,
and the glory of the Lord shone over them. They were terribly afraid, 10 but the angel said to them, “Don't be afraid! I am here with good news for you, which will bring
great joy to all the people. 11 This very day in David's town your Savior was born—Christ the Lord! 12 And this is what will prove it to you: you will find a baby wrapped in
cloths and lying in a manger.”

[13] Suddenly a great army of heaven's angels appeared with the angel, singing praises to God:

[14] "Glory to God in the highest heaven,
and peace on earth to those with whom he is pleased!"

[15] When the angels went away from them back into heaven, the shepherds said to one another, "Let's go to Bethlehem and see this thing that has happened, which the Lord has told us."

[16] So they hurried off and found Mary and Joseph and saw the baby lying in the manger. [17] When the shepherds saw him, they told them what the angel had said about the child. [18] All who heard it were amazed at what the shepherds said. [19] Mary remembered all these things and thought deeply about them. [20] The shepherds went back, singing praises to God for all they had heard and seen; it had been just as the angel had told them.

HEAR

Teacher notes

Jesus' birth was not announced to rich men, but at first to poor shepherds. This is to tell us that Jesus comes to love the poor. Later on in the story He comes for rich – He comes then for everyone.

No wonder the shepherds were "filled with great fear"! The brightness of the Lord's "glory" that broke through the darkness of that night terrified them. The word "glory" means the weight or significance or excellence of something or someone that generates a response of awe and wonder. The shepherds' response to this was "great fear." The angel did not come to instill fear but to announce "good news of great joy for all people." The angelic sermon was one of "good news." Good news is characterised by "great joy," therefore they need not "fear". And it was declared to "all people," specifically "to you," the shepherds, who represent "all people." The shepherds represent us.

The good news is that "unto you is born this day…a Saviour." It's a present reality not a future hope.
"Unto you is born this day in the city of David a Saviour who is Christ, the Lord."

Their search was for a stable, where they would find the Baby. This is a most unusual sign isn't it? A baby in a feeding trough?
The choir sang: "Glory to God in the highest." The heavens rejoice and praise God for salvation's plan, that there is a remedy for sin, that there is "peace on earth among those with whom he is pleased." That was the meaning of Christmas to the angels. They sang not only of the One who was born but of the grace that had come.

The shepherds acted in faith. They gave no thought to who would watch over the sheep. For a shepherd to leave his sheep, especially at night, was unthinkable, irresponsible. All their livelihood may be wiped out by this single act. But nothing would stop them in their desire to find the Messiah. Nothing would stop them from acting in obedience and faith. 16 "And they went with haste and found Mary and Joseph, and the baby lying in a manger." They searched for a baby and found the whole family. What they saw was exactly what the angel had promised - a baby lying in a feeding trough. Their faith was honoured. The angels' testimony was true.

In Advent and through their lives, Christians must find Him too.

To find Christ is to have peace with God: To find Christ is to be well pleasing to God. God has declared: “This is my beloved Son in whom I am well-pleased.” When we find and delight in Jesus Christ, we are pleasing to God.
Christian duty is to worship Him, so that the song “Glory to God” culminates with adoration.

Suggested Resources	**Learning Activities**
• **Good News! The Story of the Shepherds** https://m.youtube.com/watch?v=hH9FgI-y6yU • **Story of Jesus Birth for Kids** | Nativity Story for Kids | Christmas Books Read Aloud *Happy Cultivated* https://www.youtube.com/watch?v=lrFycLHOZLc	• Retell the story using the Golden Box and figures. • Talk about the story in your own words. • Hear a version of the story from **Good News! The Story of the Shepherds** https://m.youtube.com/watch?v=hH9FgI-y6yU • Shepherds promises – talk about what they think happened after they visited the Holy Family. What do you think they did next? Lead children to understand sharing the good news. - This could be extended for children to dress as shepherds and share the retelling the good news with the rest of the school/classes/ in assembly etc… **Writing** – good news. Sentence/word matching *The shepherds went to see baby Jesus.* Etc… Shepherd telling good news **Continuous Provision** • Outdoor shepherds and sheep/angels and stable – finding Baby Jesus. • Small world play – The Shepherds • Reenact the stable where children have the opportunity to retell the whole story from travelling to Bethlehem. • Continue crafts • Good News

BELIEVE	
Shepherds were told by angels to visit him.	
Suggested Resources **Cone shepherds/angels** https://www.daniellesplace.com/html/christmas-lesson-3-shepherds.html	Learning Activities • Play the rest or whole of the story of the Nativity now from **Story of Jesus Birth for Kids | Nativity Story for Kids | Christmas Books Read Aloud *Happy Cultivated*** https://www.youtube.com/watch?v=lrFycLHOZLc

  https://www.easy-crafts-for-kids.com/how-to-make-an-angel-paper-cone-craft.html **Nativity story sequencing** The Nativity Story Sequencing Activity with FREE Sequencing Cards (rainydaymum.co.uk)	• Make and display a timeline of events with the children. Then children can sequence the story making their own Christmas story - using images. Ask the children to retell. • Make cone shepherds and angels to retell the story. There are lots of ideas from various websites – just a couple have been included here. **Nativity Story sequencing** • **T**here are lots of available resources for free, in resources I have one idea. You may wish to use the images from God's Story to retell the story. Ideas for simple sentences or you may wish to match the sentences. *Please adapt as necessary.* **1.** An angel visits Mary. **2.** Mary and Joseph travel on a donkey. **3.** Jesus was born in a stable. **4.** Angels tell the shepherds about Jesus. **5.** The shepherds go and see Jesus.

CELEBRATE	
	Learning Activities

LIVE	
CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. The Dignity and Rights of Workers	
Suggested Resources **Carols**	**Learning Activities** • Talk about the Advent promises they have made –

• **Away in a Manger** https://www.youtube.com/watch?v=fRkKHGdjvRA • **Silent Night** https://www.youtube.com/watch?v=kjCOiH-kbs8 • John Burland CD's • **Love Shone Down – Boyce and Stanley** https://www.youtube.com/watch?v=XyijhpaaEs8	*How has this work helped them and those around them. Coming towards the end of Advent promises and crafts…* *Take time to reflect on their good works that not only has helped themselves but those around them.* *What could they carry on doing?* • Nearing the end of the term darken the classroom, create a prayerful environment and use battery light candles ask the children to carry their cribs and gather together - sing a carol together. Place baby peg dolls as Jesus in the manger they have been preparing for all through Advent. Say a prayer together as a class. • *You may wish to invite a Deacon or priest into class to bless the mangers/cribs and say special prayers and carols together or you may wish to invite parishioners/parents too or your headteacher. This could be your act of worship over the last day/s of the week before the children break up for Christmas.*

Assess Pupils'…..WAYS OF KNOWING	**Informal / Formal Assessment Comments**
UNDERSTAND **What will I see and hear to help me understand?** • Recognise and retell the story of the shepherds as the first visitors to see Jesus • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone.	
DISCERN How will I discover more? • Talking about why the shepherds were the first visitors. • Talk about and respond to artwork that depicts the Nativity – showing Mary, Joseph, Jesus and the shepherds	
RESPOND **What can I do now?** • In Advent we help others and ourselves (CST)	

TEACHING SEQUENCE				EYFS RECEPTION BRANCH 2
		NATIVITY CELEBRATION		

HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
Chosen by the school as part of the Nativity Celebration	Christians retell the story of Jesus' birth to be reminded that God shows his love by sending his son, Jesus to live with us.	**Nativity Celebration** Part of the celebration of the Nativity play/music/drama	Messages through the Nativity Story – God loves us. Jesus was born to show us love. How can we share our love?	**UNDERSTAND** **What will I see and hear to help me understand?** • Readings and retelling of the Nativity story chosen by the school **DISCERN** **How will I discover more?** • Singing carols/songs as part of the Nativity Story **RESPOND** **What can I do now?** • Retell the Nativity story to my family and friends

Scripture (HEAR) Good News Translation

HEAR BELIEVE CELEBRATE LIVE
Teacher notes Religious education lessons are not the sum of pupils' experience in learning about the birth of Jesus in a Catholic primary school. Pupils will experience Advent traditions, participate in nativity plays, see the Christmas crib, and learn Christmas carols with the secular traditions that run alongside the Christmas season. However, in religious education, teachers should focus curriculum time on learning about the revelation of God in Jesus. (this is included throughout this planning) For Christians, God's act of emptying himself into our humanity in the incarnation is the foundation of Christian faith and hope for our salvation. While younger children will not yet understand this theologically, they can appreciate it narratively, so the focus is on knowing the story of how Jesus was born. Knowing this will help them connect with the Christmas celebrations in their local community and the Nativity story, whether they share the Christian faith or not. *RED Page 82* Therefore, part of the Celebrate area of learning for the children is directly linked to how Jesus' birth will be celebrated in school. Children may be taking part in a service/play etc… and this should be embraced as retelling the story of Jesus' birth as part of their overall understanding of God's love at this time of year in the form of a **Nativity Celebration.**

Suggested Resources

Christian Nativity Script ideas

- file:///C:/Users/rourke_julie/Downloads/Nursery-Rhyme-Nativity.pdf - Mission Together
- file:///C:/Users/rourke_julie/Downloads/Nursery-Rhyme-Nativity-slides-2%20(1).pdf – Mission Together

- https://www.outoftheark.co.uk/products/nativities/pre-school-nativities/?_gl=1*19yl0ix*_up*MQ..&gclid=EAIaIQobChMIn42owc30iAMV8ZpQBh0u3jozEAAYASAAEgK9__D_BwE

Carols

- https://www.outoftheark.co.uk/out-of-the-ark-essentials-christmas-carols.html Small cost involved to download but use the list to find free resources on the web.

- https://www.classicfm.com/discover-music/occasions/christmas/christmas-carols-for-children/ Free resources including all YouTube songs sung by a variety of singers/choirs.

- Use images/photographs to make a timeline

Assess …. WAYS OF KNOWING	Informal / Formal Assessment Comments
UNDERSTAND **What will I see and hear to help me understand?** • The Bible as a special book. • Begin to hear about Mary. • Hear about Mary and the Angel Gabriel. • Mary was chosen by God. • Mary said yes to God. • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone. • Recognise and retell the story of the shepherds as the first visitors to see Jesus • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone. • •	
DISCERN **How will I discover more?** • Talking about and taking part in Advent traditions • Talking about why the shepherds were the first visitors. • Talk about and respond to artwork that depicts the Nativity – showing Mary, Joseph, Jesus and the shepherds. •	
RESPOND **What can I do now?** • Talk about and respond to artwork that depicts the Nativity. • Sharing Advent promises • Singing Advent songs and Christmas carols. • Sharing how Christians celebrate the birth of Jesus. • Showing how we live by our Advent promises • In Advent we help others and ourselves (CST)	
Enhancing the Religious Education Curriculum • Previous Knowledge • Key Vocabulary • Timeline	

- Equality
- Drama/Role Play
- Poetry
- Catholic Social Teaching
- RSHE
- Parents/ Carers
- Home/school/parish
- Parish Priest
- Parish Deacon
- Parish Catechists
- Governors
- Liturgy
- Sacramental Foundations
- Storytelling
- Liturgical Colour Boxes
- Philosophy
- Inclusion
- Culture
- AWE & WONDER
- Seasons/The Natural World
- Beauty
- Senses
- Music
- Art
- Dance

Further Resources

- Come and See
- John Burland
- Look at the back of each God's & Church's Story for further questions and ideas
- You Cat for Kids
- **USEFUL LINKS**
- https://www.sensorytrust.org.uk/
- **Music**
- https://www.cjmmusic.com/songs/
- https://www.ocp.org/en-us/artists/1092/bernadette-farrell

Cross-Curricular Links

Please see Religious Education within the of Areas of Learning p.2

	• https://www.joannewallace.co.uk/ • https://johnburland.net/ • https://www.classicfm.com/ • https://www.onelifemusic.co.uk/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs • https://www.kevinmayhew.com/collections/childrens • **Philosophy** • https://www.plato-philosophy.org/philosophy-toolkit/ • https://www.bbc.co.uk/cbeebies/shows/whats-the-big-idea • file:///C:/Users/Julie/Downloads/GM%20An%20outdoor%20'treasure'%20hunt.pdf • https://archive.sapere.org.uk/Default.aspx?tabid=289 https://www.catholiceducation.org/en/religion-and-philosophy/philosophy/can-beauty-save-the-world.html	
Key Words		**Skill/Driver words** **Recognise, Retell, Describe** **Wonder, Talk about, Ask**

RELG: Religious Education Learning Goals across Areas of Learning

Religious Education	Please refer to the Ways of Knowing on the teaching sequence pages…
Personal, Social and Emotional Development	*Self-Regulation* • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Begin to share thoughts about what is fair, unfair, caring and sharing. • Begin to understand how to show love for others in appropriate ways. *Managing Self* • Aware of the need for rules, know right from wrong and try to behave accordingly. • Experience and begin to understand that saying sorry and forgiving one another can help them in their friendships. • Begin to experience how the Sacrament of Reconciliation can help them to say sorry to God. *Building Relationships* • Using the example of Jesus in stories they have heard and read be able to work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs and know about similarities and differences between themselves and others.

Communication and Language	• Listen attentively and respond to Bible and religious stories with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions as well as class and school prayer and liturgy. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. ***Speaking*** Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary. • Offer explanations for why things might happen, making use of recently introduced key religious vocabulary. • Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.
Physical Development	• Use fine and gross motor skills to express feelings, and to recognise and describe events within Bible and religious stories they have heard or read about. • Capture religious experiences and respond through the use of e.g., dance, role-play arts and crafts. • Express themselves when responding to songs and hymns they have listened to and learned.
Literacy	*Comprehension* • Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary. • Anticipate – where appropriate – key events in Bible and religious stories. • Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role play. *Word Reading* • Begin to recognise and read key religious words. • Read aloud their own sentences using key religious words about Bible and religious stories they have heard. • Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture. *Writing* • Recognise and begin to spell key religious words. Write simple phrases and sentences about Bible and religious stories or simple prayers.

Understanding the World	*Past and Present* • Talk about the lives and roles of the Parish Priest and people in their local parish. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read about in Bible and religious stories they have heard. • Begin to understand the past through settings, people and events encountered in Bible and religious stories. • Recognise key people in the history of the people of God. *People Culture and Communities* • Talk about their immediate environment around them noticing God's wonderful world. • Build an understanding that they are part of a parish, school, local and global community. • Know that they are a child of God. God made them and loves them. • Recognise experiences of Baptism and being welcomed into the church and parish family. • Know some similarities and differences between different religious and faith communities in this country and/or their community. • Know some similarities and differences between life in this country and life in other countries. • Recognise religious signs and symbols. *The Natural World* • Read Bible and religious stories about how God created the world. Use the descriptions to gain an understanding of the beauty, awe and wonder and seasons of the natural world. • Talk about the gifts given to people by God that help us to make and build and work. • Know some similarities and differences between people and places around the world. Know that they are responsible for looking after their world and experience ways in which they can make a change.
Expressive Art & Design	*Creating with materials* • Share their creations and talk about what this represents from their learning. • Make use of props and materials when role-playing people they have heard about in Bible narratives and stories. *Being imaginative and expressive* • Recount Bible stories, poems, and prayers. • In a variety of ways, recount narratives and stories about key figures from the Bible they have read and heard about with peers and their teacher. • Sing and perform a range of rhymes, songs, and new and traditional hymns connected to the religious stories they have read and heard about, and that link to the liturgical year. • Use songs and hymns to move and dance in time to the music, expressing their feelings in response to Bible stories and religious experience.