

<p><b>Attainment Targets</b>  <b>AT 1 Learning about religion</b>                  i beliefs, teaching &amp; sources                  ii celebration and ritual                  iii social &amp; moral practices &amp; way of life</p> <p><b>AT 2 Learning from religion</b>                  i engagement with own &amp; others' beliefs &amp; values                  ii engagement with questions of meaning</p> <p><b>SOME QUESTIONS OF MEANING &amp; PURPOSE</b></p> <p>How visitors are welcomed                  The joys and demands of visitors</p>	<p><b>Teacher's notes:</b> For Christians, this topic emphasises the coming of God, in the person of Jesus, 2,000 years ago at Bethlehem. He was not a passing visitor, but One who comes to dwell among us, the Word made flesh. The joyful expectation of Advent, is an encouragement to take steps to recognise the coming of God into the world today, and to believe that in the future this same God will come again in glory.</p> <p><b>Scripture:</b> John 1:9-12 The true light that enlightens everyone was coming into the world. He was in the world, and the world was made through him, yet the world knew him not. He came to his own home, and his own people received him not. But to all who received him, who believed in his name, he gave power to become children of God.</p> <p><b>Catechism of the Catholic Church 422:</b> God has visited his people. He has fulfilled the promise he made to Abraham and his descendants. He acted far beyond all expectation – he has sent his own 'beloved Son'.</p>	<p><b>Scripture</b></p> <p>Isaiah 11: 1                  Isaiah 40: 1-5 ff Church's Story 3 pages 88-89                  Romans 13:11-14                  Luke 1: 26-31, 38 -58 God's Story 3 pages 71-72                  Luke 2: 1-20 – God's Story 3 pages 74-75                  Matthew 2: 1-12, 16-18, – God's Story 3 page 76                  (Teachers' notes pages 156-7)</p> <p><b>Prayers/hymns:</b>                  Magnificat                  Rosary</p>
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Lesson	Vocabulary	Main Activity	LO/Success Criteria	Resources
1 – Explore	Joys, demand svisitors	<p><b>Learning intention: Describe</b> demands and joys of visitors and give reasons for some of them</p> <p><b>Main Teaching</b>                      Discuss Big question for the topic and stick it in books for children to respond to as a starter.  <i>A Visitor for Bear</i>, by Bonny Becker <a href="https://www.youtube.com/watch?v=NY-vd99oMgM">https://www.youtube.com/watch?v=NY-vd99oMgM</a></p> <p>Discuss the story and how each character feels and why?                      Discuss the children's experience of preparing for visitors, and receiving visitors. What kinds of visitors do we look forward to? Which ones are difficult? What are the good things about having visitors and what demands do they make? Think about a situation where you might not want a visitor but it turns out really well in the end and you enjoy the visit.</p> <p><b>Task 1: As a whole class</b>, on sugar paper - make a list of the visitors you have welcomed at home or in school. For each visitor, record the differences they made under the headings: 'Demands' and 'Joys'. (Display on working wall/RE)</p> <p>Think about the visitors we may have at Christmas and how we might make them feel welcome.</p> <p><b>Key Questions</b></p>	See 'I can' statement s.	<p><i>Church's Story 3</i>  <i>God's Story 3</i></p> <p><i>A Visitor for Bear</i> Bonny Becker ISBN: 978-0763628079</p>

	<p>Q What do we think about visitors?  Q How do we prepare for them?  Q What is important about welcoming visitors?  Q How do we feel as a visitor?</p> <p><b><u>Independent/Group Activity</u></b></p> <p>Task 2: <b>In pairs</b>, in books draw up guidelines for being ‘good hosts and hostesses’ and for being ‘good visitors’. <b>DISCUSS</b></p> <p>Task 3: <b>Independent</b>: Create an acrostic poem about visitors. Some words to help: friends, company, help time and energy spent, welcome, preparations, difference.  Share and display your guidelines and poems.</p> <p><b><u>Plenary:</u></b></p> <p>Children gather around the display and have a quiet moment to reflect Did anything surprise you? Think about the demands visitors make on you. Q What do you find most difficult? Why? Think about the joys visitors bring. Q What do you enjoy most about having visitors? Why?</p> <p>Q Will what you have heard and thought about change you in any way?  Q What do we enjoy/dislike sometimes about being a visitor?</p>		
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**REVEAL – Advent: waiting for the coming of Jesus.**  
**CONTENT: – scripture – tradition – prayers**

<p><b>Lesson 2</b>  <b>LF 1</b>  <b>Reveal</b></p> <p><b>Wed</b>  <b>18/11</b></p>	<p>Isaiah,  Messiah,  Advent,  Annunciation,  The Visitation  Magnificat,</p>	<p style="text-align: center;"><b><u>Learning focus: The Jesse Tree</u></b></p> <p><b><u>Main Teaching</u></b></p> <p>Advent marks the beginning of the Church’s year (<i>Church’s Story 3</i> page 86). A traditional way of remembering that we are drawing near to Christmas is the use of a Jesse Tree. The Jesse Tree represents the family of Jesus. The name is taken from Isaiah 11:1, in which says;  <i>There shall come forth a shoot from the stump of Jesse, and a branch from his roots shall bear fruit.</i>  Jesse was the father of King David, an ancestor of Jesus. Day by day, symbols relating to the ancestors of Jesus and of the events leading to Jesus’ birth can be placed on the bare tree. Short Scripture readings relating to the ancestors can be prepared for the children to hear.</p>	<p>See Success Criteria</p>	<p><i>God’s Story 3</i></p> <p><i>Church’s Story 3</i></p> <p>Advent resources from CAFOD and Misso</p> <p>Advent</p>
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<p>Joyful Mysteries, Nativity</p>	<p>Roots are important parts of a tree, providing strength and a source of life just as our ancestors have done for us.</p> <p><b>Key Questions</b></p> <p>Q Why is a tree a good symbol of a family?</p> <p>Q Explain the meaning/relevance of each symbol? (daily –on-going)</p> <p>Q Why are our family roots important to us as people?</p> <p>Q Why would ancestors (roots) of Jesus be important to him?</p> <p><b>Task 1:</b> Discuss the ideas of making a Class Jesse tree (see below).</p> <p><b>LAP:</b> Children Draw a Jesse tree in their books and label it. (put examples on board – they don't need to focus on the symbols in detail at this point)</p> <p><b>MAP/HAP:</b> As above but write a paragraph about what it is.</p> <p>Give out scripture for class Jesse tree. Children to work in pairs to look up their scripture in the bible and help each other to design a symbol for it. Design on scrap paper. Begin to make on card.</p> <p>This could be noted in books as well – or class photo of completed Jesse tree at a later date.</p> <p><b><u>Some ideas for symbols</u></b></p> <p><b>Adam and Eve</b> – apple (Genesis 2:4-3:24)</p> <p><b>Abraham</b> – star (Genesis 22:12-19)</p> <p><b>Joseph</b> – colourful coat (Genesis 37, 39:1-50:21)</p> <p><b>Moses</b> – tablets of the law (Exodus 2:1-4:20)</p> <p><b>David</b> – harp (1 Samuel 16:17-23)</p> <p><b>Isaiah</b> – lion and lamb (Isaiah 1:10-20, 6:1-13, 8:11-9:7)</p> <p><b>Mary</b> – lily (Luke 1:26-38)</p> <p><b>Joseph</b> – hammer or saw (Matthew 1:18-25)</p> <p><b><u>Suggested TASK 2 : (on going throughout advent)</u></b></p> <p>Make a Jesse tree. For more ideas look at:  <a href="https://www.catholicculture.org/culture/liturgicalyear/activities/view.cfm?id=545">https://www.catholicculture.org/culture/liturgicalyear/activities/view.cfm?id=545</a></p> <p>1. Make a tree/bring real branches in</p>	<p>wreath</p> <p>☺ <a href="http://www.widgit.com/resources/classroom/i_call_you_friends">http://www.widgit.com/resources/classroom/i_call_you_friends</a></p> <p>PowerPoint with music for Isaiah 40: 3-5  Template of a Jesse tree  Annunciation pictures</p>
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		<p>2. Distribute cards with the relevant name and scripture passage. Ask the children to design an appropriate symbol to accompany their text, giving reasons for their choices. Create ornaments that trace Jesus' royal line by making symbols for some of the people found in the Hebrew (Old) Testament.</p> <p>3. Make the ornaments out of cardboard or construction paper and decorate as you like.</p> <p>4. Place an ornament on the tree during each day of Advent. Read the relevant Scripture passage as you hang each ornament on the tree. Each day - discuss why they chose to draw a particular symbol.</p> <p>In groups, discuss and design what symbol they would choose to represent themselves on their own family tree. Write a sentence to accompany their symbol which helps to explain their choice.</p>		
<p><b>Lesson 3</b> <b>Mon</b> <b>23/1</b></p>		<p><b>Christmas Carol performance seating and practice.</b></p> <p><b>RE:</b> lesson 1 continued- research passages in bible and decide on a symbol for our Jesse tree – begin to design and make.</p>		
<p><b>Lesson 3</b> <b>LF2</b> <b>Wed</b> <b>25/11</b></p>		<p><b>Learning focus:</b> Isaiah announces the coming of God.</p> <p><b>Main Teaching:</b> The prophet Isaiah writes about a very important visitor, the most important visitor of all time (<i>Church's Story 3</i> page 89 – Isaiah 40: 3-5). Explain Isaiah's role as a prophet, preparing the people for God's coming (<i>Church's Story 3</i> pages 88-89). Use the illustrations to extend meaning and discussion. Show the PowerPoint with music for Isaiah 40: 1-5</p> <p><b>Key Questions:</b> Q Who is the visitor? Q Why was Isaiah preparing the people? Q How might the people have felt about preparing for such a special visitor? Q Discuss with the pupils the type of language used – what does it mean to them? Q How might they describe the difficulty of the task they were being set?</p>	<p>See Success Criteria</p>	

	<p><b>Task 1:</b> Underline the important and significant language in the scripture. LAP–children to draw pictures to illustrate what was said. HAP – annotate with words.</p> <p><b>Task 2</b> - ‘Hot-seat’ Isaiah in the style of a radio/television interview – the children can prepare a series of questions linked to what he said and did.</p> <p>HAP -Design a leaflet/information sheet for a non-Christian, explaining why Isaiah wanted the people to prepare for the coming of this special visitor.</p> <p>LAP - Using the illustrations (or similar) and text on pages 88-89 design a poster to accompany a line from the Scripture reading (Isaiah 40: 3-5) which helps explain its meaning.</p>		
<p>Lesson 4 LF3  MON 30<sup>th</sup></p>	<p style="text-align: center;"><b>Learning Focus:</b> During Advent, the Church prepares for the visit of God in the person of Jesus</p> <p style="text-align: center;"><b>Assessed task – please see Nottingham diocese for further guidance</b></p> <p><b><u>Main Teaching:</u></b> Advent is a time, a season, during which the Church reflects on and prepares for the coming of God into our world at Christmas. Visitors bring joys and demands. The coming of God also brings joys and demands. During Advent, the Church prepares for the coming of God into the world at Christmas by listening to or reading passages from the Bible which tell of these joys and demands.</p> <p>In his letter to the Christian family in Rome, Paul speaks about living a life that would be pleasing to God if he were to visit them personally (Display this text on the IWB). He tells them that all the commandments can be summed up in one commandment: <i>‘Love your neighbour as yourself.’</i> <i>You must do this, because the time has come, the moment is here for you to wake up from your sleep. The Lord is coming, he is very near. It is as if night is almost over, day is almost here.</i> <i>Let’s stop doing then, all the things that we prefer to do under the cover of darkness.</i> <i>Let’s live properly as children of the light should live. No more greed, no more stealing, no more telling lies, no more fighting, no more jealousy Let’s live as friends of Jesus should.’</i> Based on Romans 13: 9b-13a</p> <p><b><u>Key Questions:</u></b> Q What does Paul say about being ready? Q What might the darkness</p>		

		<p>represent?</p> <p>Q How does Paul say the Christian family should live? Q How can we 'live properly'?</p> <p>Q What does living like this demand? Make a list of these demands. Q What would you add to them?</p> <p>Q How can we prepare during Advent? What advice does Paul have?</p> <p><b>Suggested tasks:</b></p> <p><b>Task 1:</b> Think about the things that we can do during Advent in preparation for the birth of Jesus – discuss in pairs/small groups how and why we might do these things. Write these Advent promises on a suitable template (candle, star, and wreath) and display as a whole class display.</p> <p><b>Task 2:</b> Create scenarios for the children to 'act out' whereby they do the right thing through following the commandment; 'Love your neighbour as yourself'. Invite the children to use one sentence or phrase from the above text e.g. 'Love your neighbour as yourself', 'Live properly as children of the light' – and design a poster, poem or prayer to accompany it illustrating how this might be 'lived out'.</p>		
<p><b>Lesson 5</b> <b>LF4</b> <b>Mon 30/11</b></p>	<p><b>NOTE: start putting symbols on Jesse tree daily</b></p>	<p style="text-align: center;"><b>LEARNING FOCUS:</b> The Annunciation and the Visitation</p> <p><b>Main lesson:</b> The Annunciation and the Visitation. Joyful Mysteries of the Rosary (Luke 1: 26-31, 38, <i>God's Story 3</i> pages 71-72). Use well known paintings/works of art to illustrate the scripture story.</p> <p>As we prepare for the coming of Jesus we remember and hear about the special visits which both Mary and Elizabeth experienced.</p> <p>Read the stories of the Annunciation (the visit of Gabriel to Mary to tell her of God's Gift) and the Visitation from <i>God's Story 3</i> pages 71-72.</p> <p>Mary's words praising God when she met Elizabeth are also remembered in a prayer called 'The Magnificat'. This is used as part of the Evening Prayer of the Church all over the world each day.</p> <p>Both these stories form the opening two decades of the Joyful Mysteries of the Rosary, which focus on the importance of these visits (<i>Church's Story 3</i> pages 116-117).</p> <p><b>KEY QUESTIONS</b></p> <p>Q What do you think are some of the joys which Mary and Elizabeth may have experienced after being visited by the angel?</p> <p>Q What demands do you think the visit of Gabriel placed on Mary?</p> <p>Q What demands do you think Elizabeth, as an older woman, faced?</p> <p>Q How do you think you would feel if an angel visited you</p>	<p>See I Can Statements</p>	

	<p>in your home</p> <p><b>Main activities:</b></p> <p>HAP/MAP: Children write a diary entry extract recounting her experiences</p> <p>MAP/LAP: story board with pictures</p>		
<p><b>Lesson 6</b></p> <p><b>Wednesday</b></p> <p><b>LF 5</b></p> <p><b>2/12</b></p>	<p style="text-align: center;"><b><u>LEARNING FOCUS:</u></b> The Nativity and the visit of the shepherds.</p> <p><b>Main teaching:</b></p> <p><b>Display picture of the nativity.</b></p> <p>Ask children to retell nativity story with partner. As a class retell the key parts.</p> <p>Discuss the imagery.</p> <p>Luke 2: 1-7: The birth of Jesus (the Nativity) Luke 2: 8-20: the shepherds <i>God's Story</i> 3 pages 74- 75.</p> <p>Show the picture of the shepherds and the angels. Conscience alley. How are they feeling. Discuss why. Annotate picture. Children could act it out. Freeze frame. What are you thinking? Give a reason.</p> <p>Remind the children that it was the shepherds (amongst the poorest and least important in society) that were chosen to be the first people to visit Jesus.</p> <p>Why did they get told about Jesus first? What message was God sending to us? Why is that important? Give a reason.</p> <p>Discuss the content of such pictures and how the artist has managed to convey the settings, emotion and effect of the event.</p> <p><b>KEY QUESTIONS:</b></p> <p>Q How do you think Mary and Joseph would have felt as visitors to Bethlehem, realising they had no place to go?</p> <p>Q How do you think the shepherds would have felt? Discuss and explain the range of emotions they would have experienced.</p> <p>Q Why do you think God chose the shepherds to be the first to visit Jesus?</p> <p>Q. Can you make a link to anything we say at mass or any stories about Jesus?</p> <p><b>MAIN ACTIVITY:</b></p> <p><b>Ch 1: Label the characters and symbols in the picture. Describe how the shepherds are feeling. Ext: give a reason why one of these symbols has been used.</b></p>		

		<p><b>Ch 2: Describe how the shepherds feel and give a reason why. Give a reason for at least 2 of the actions and symbols in the picture.</b></p> <p><b>Ch3: Give reasons for most of the actions and symbols in the picture. Make a link between the scripture and the picture.</b></p>		
<p><b>Mon</b> <b>LF 6</b>  <b>7/12</b></p>		<p style="text-align: center;"><b><u>LEARNING FOCUS:</u></b> The Wise men.</p> <p><b><u>Starter:</u></b> Sing we three kings. <a href="https://www.youtube.com/watch?v=jBwL3y-Wlms">https://www.youtube.com/watch?v=jBwL3y-Wlms</a> Why are we singing the song? Reason.</p> <p><b><u>Main teaching:</u></b></p> <p>Read/display the story of the Wise Men (Matthew 2: 1-12: Chn work with partner to highlight the characters, setting and actions in different colours. <i>God's Story 3 page 76</i>).</p> <p>Remind the children of how Matthew tells us of these other visitors who were not Jewish and who had travelled a long way to be present after the birth of Jesus. The wise men are a symbol that Jesus came for everyone not just the Jewish people.</p> <p><b><u>KEY QUESTIONS:</u></b></p> <p>Q Why did the Wise Men travel so far to visit Jesus?</p> <p>Q Who was the first person that they visited? Why was this? Q How did King Herod react?</p> <p>Q How did the Wise Men find their way to where Jesus was born?</p> <p>Q What were the gifts they offered? (See <i>God's Story 3 page 77</i>.)</p> <p><b><u>Class activities:</u></b></p> <p>Write a newspaper article describing the visit of the wise men to Jesus. Who what why where when. Use the [anning sheet to plan in RE. Write in English – short unit? One week newspaper reports? meeting. LAPS: Retell the story of the wise men</p>		



		<p>MAPS/HAPS: Give reasons why the wise men came and make links between their gifts and the life of Jesus.</p>		
<p><b>Wed</b> <b>Respond</b></p>		<p style="text-align: center;"><b>Respond - see Come and See</b></p> <p style="text-align: center;">Remembering, celebrating and responding to the demands and joys of visitors and Advent: waiting for the coming of Jesus.</p> <p><b>Remember</b> Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of <i>Visitors</i>. Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.</p> <p><b>Ask the children if there is anything they wonder and ask questions about:</b></p> <p>Q The importance of preparing for visitors. Q How we make visitors welcome. Q The joys and demands of visitors. Q How to respond to the coming of Jesus.</p> <p><b>Provide the opportunity, possibly by one of the means above, for the children to remember</b></p> <p>RWhat the Jesse tree is and how it tells us about Jesus' roots. RHow Isaiah prepared the people for the coming of the Messiah. R Ways of preparing for the coming of Jesus, the Son of God, at Christmas. RThe Annunciation and the Visitation. RThe Magnificat, Mary prayer. RThe visit of the shepherds and Wise Men to the infant Jesus.</p> <p><b>See Come and See for further guidance.</b></p>		