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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 1**  Pupils should:  AT 1 - explain that Christians call Jesus ‘the light of the world’.  AT 2 – Understand that Christians believe that as light can guide us in the dark, Jesus guides believers.  Success Criteria: Pupils knowing that  Christians think of Jesus  as ‘the light of the world’. |  |    | **Can You Find The Light?**  Introduction:  Display different kinds of light source and picture e.g. torches, bike light, fairy lights, light sabre, Jesus is the light of the world, birthday cake and candles etc in random places around the room. Pupils try and spot the new things that have appeared in the room.  Discussion and Activities:  Teacher scribes the list of things that they have spotted on the board and asks if they can think what links these objects together? E.g. they are all something to do with light.  Sit quietly in darkness with just a candle alight in the room.  Partner or small group, talk about how light makes them feel. Talk about the power of a little light to overcome all of darkness. How can light help us? Lighthouses, traffic lights, growth of plants, headlights, etc.  Where do you see candles?  Whole class feedback, either verbal or written, e.g. on a post it note. Link to previous learning on Creation: what natural light sources do Christians believe God created? Light was created first and then the sun, moon and stars.  Show picture of Jesus as the light of the world and ask pupils what they think the picture shows / means?  Talk about how Jesus was called ‘the light of the world’ and that His birth was seen as a light for the dark world. What do the pupils think this means?  Recognise that Christian’s identify Jesus as the light of the world guiding them, providing them with direction for life. Reference to John 8: 12 | Lit candles, be aware!  **Resources:**  Bible Text: John 8:12 Light sources  Post-it Notes  Pictures of ‘Jesus Is The Light of The World’ eg Holman Hunt Religious painting from National Gallery  Nativity - George De La Tour  [www.sacredstory.org](http://www.sacredstory.org/)  Channel 4 programme on the Nativity. |

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|  |  |  | Reflection:  Pupils share how they experience and enjoy days in the sun and looking at the stars at night.  Complete the sentences on flame outlines, to add to display, Light makes me feel . . .  Light is powerful because . . . |  |



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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 2**  Pupils should:  AT1 - Know about the Christingle and what the parts represents.  AT 2 - Talk about what symbol they might add to the Christingle and why they would choose that symbol.  Success Criteria: Pupils knowing what a Christingle is and the symbolism behind it. |    |    | **How Does The Christingle Symbolise The Light of Christmas?**  Introduction:  Show a Christingle, can anyone name it? What can you see on the Christingle?  Where might I have got this from? What could it mean?  What might each part mean?  Main Teaching:  Construct the Christingle and go through each part of the Christingle, orange, sticks, sweets, ribbon and candle, explaining the symbolism of each part e.g. the orange representing the world. For further information about each part, refer to The Children’s Society website.  Activity:  Make a real Christingle or a pictorial representation of a Christingle. Suggestion – arrange for the Y5/6 class to visit your class so that the older children could support the younger children.  Reflection activity to follow the making of the Christingle.  Children to think about what new object or symbol they could add to the Christingle, and give a reason for the choice. Children could record their thoughts about the object and their reason in their books or on a post it note / sticky label and then display it / discuss as a class. | Health and Safety issues with  the cocktail sticks and lit Christingles.  **Resources:** Materials to make the Christingles  Post It Notes  The Christingle Song / reflective music.  **Sensitivities:**  Be aware of any food allergies / dietary and religious requirements that may affect pupils being able to use / eat parts of the Christingle at a later date. |

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|  |  |  | Plenary:  Sit in a circle with the Christingles lit.  Listen to the song that is used at the Christingle service, perhaps the children could join in with the chorus / play appropriate reflective music.  What do you think is the most important part of the Christingle? Why? Share ideas. Which part of the Christingle do you think represents His birth?  The birth of Jesus is the main message of Christmas.  At Christmas Christians celebrate the birth of Jesus who is seen as the  ‘light of the world’.  In this way the candle can be seen as the most important part, but are the other parts just as important? Why? e.g. The ribbon represents the blood of Jesus - death on the cross and resurrection are key Christian beliefs. |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 3**  Pupils should: AT1  Know that in Christian  art light is used to show holiness / the light of God.  AT2  Talk about what they like and identify those aspects in art work which reflect the holiness of Jesus.  Success Criteria:  Pupils are able to identify how light is used to show holiness. |        |  | **Can You See The Light?**  Introduction:  Using PowerPoint slides and a selection of Christmas cards depicting the Nativity story, can pupils identify the light?  Where does the light come from? (Angels, halo, Christ child etc)  Main Teaching:  Introduce the word ‘holy’ as a religious word which means special and set apart, belonging to or devoted to God.  Show the children a nativity scene painting.  What do artist often use in their pictures to show that Jesus is special?  *(Halo)*  Who else is depicted with a halo around their head? *(Mary and Joseph)* What does the halo around the Holy family mean? (*The halo represents the light of God)*  Show angels announcing the Good news to the shepherds. Where is there light in this picture? *(Stars, fire, angels)*  Discuss the different sources of light.  Discuss a picture showing the star above the stable.  Activity:  Create part of the nativity using art as a medium to reflect light. E.g. baby Jesus with a halo, the holy family etc.  Paint or pastels could be used.  Plenary:  ‘Picture gallery’ made on table tops. Arrange pupil’s work so whole class can walk around the class room and view the work. Pupils encouraged to ask questions of their peers and identify where the holy light is and what it | **Resources:**  Pictures of the Nativity story and Holy family (include a wide variety of cultural representations)  Art materials  **Sensitivities:**  Be aware that the Muslim faith does not permit representation of God / people / angels and so there may be some pupils in the class who should be allowed to represent in a more abstract form. |

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|  |  |  | means. *This may need to take place on another day to allow for pictures to be*  *completed and dry!* |  |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
| **Lesson 4**  Pupils should: AT1  Know that the Wise Men  were guided by the light of a star so they could visit the new baby king.  AT2  Be able to think / talk and express feelings about the ‘guiding light’ in their lives.  Success Criteria Retell the story of the  Wise men in their own words.  Identify someone who guides them in their lives. |    |    | **Who Is Your ‘Guiding Light?’**  Introduction:  Refer back to previous lessons and look at painting and Christmas cards depicting the kings travelling to Bethlehem. Pupils partner talk and discuss what they can see in the picture that they learned about in previous lessons.  Class feedback.  Main Teaching:  Matthew 2 1:12 Star as the guiding light.  Pupils act out this part of the story through role play or reading parts of the narration, freeze frame etc  Discuss the role of the star as   1. A message from God - when the Wise Men saw it they decided to look it up as they knew it was unique. 2. As a guide / light to follow which would lead them to see the new king.   Discuss what the word GUIDE means. A guide leads, a guide takes you to  places, a guide can teach you new things, is trustworthy …  In the story of the Kings / Wise Men, what guides them on their journey to see the new baby king? *(The Star)*  Discuss the phrase ‘A Guiding Light.’   1. What do the pupils think the phrase means? 2. Who do they think is a guiding light in their lives? 3. Can they think of ways that they might be a guiding light to others?   Draw out with the pupils about light being a guide to show people the way. Christians believe that Jesus was born as God in human form, (Incarnation) to show people the right way to live. | **Resources:**  Matthew 2:1-12  Narrative parts written out for children to read  Costumes / crowns  Camera to record freeze frames  Star shapes for writing activity |

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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note** |
|  |  |    | Discuss who the guiding light is for Christians. *(Jesus and God but may also*  *be people, e.g. the vicar)*  Discuss what guides someone who follows Jesus *(reading the Bible, prayer,*  *going to church, talking to other Christians etc.)*  Activity:  Show a large cut out star and model writing onto the star shape a  sentence about someone who is a guiding light to you.  Pupils write on a card star about someone who is a good guide to them in  their lives.  Alternatively pupils can write a sentence on the star about why the Wise  Men chose to follow the star.  Plenary:  Children have a time to share their thoughts about one of the guiding  lights in their lives.  Stars could be suspended on strings from the ceiling and made into a star  mobile. |  |