Key Question: F4 Which times are special and why?

This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkoth. However, teachers may decide to focus on other religious special times depending on their class' needs.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

EYFS RE: Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021, as we have done in this unit plan.

Step 1: Select a key question	**F4 Which times are special and why?** **Recommended:** Reception/F2 **Strand**: Expressing **Questions in this thread:** 1.6 How and why do we celebrate special and sacred times? L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? **Religions and worldviews:** This unit plan focuses on Christianity, Hinduism and Judaism.

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Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.27 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

- give examples of special occasions and suggest features of a good celebration
- recall simple stories connected with Christmas / Easter and a festival from another faith
- say why Christmas / Easter and a festival from another faith are special times for believers
- hold conversations about special religious times using new vocabulary
- talk about the lives of other people using simple ideas about how celebrations are valued
- talk about information on the festivals of different religious communities of the UK

Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Discuss the importance and value of celebration in children's own lives • Look at reminders (cards, invitations, photos, wrapping paper) of special days • Consider major religious festivals and celebrations: Christmas, Sukkot/Sukkoth and Diwali **NB** Sukkot and Sukkoth are both correct spellings. • Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.
I can… You can… Can you…? • Give examples of special occasions that they and others have experienced and suggest features of a good celebration. • Say why Sukkot is a special time for Jewish people. • Say why Diwali is a special time for Hindus. • Recall a simple story connected with Diwali. • Say why Christmas is a special time for Christians. • Recall a simple story connected with Christmas. • Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. • Recall simple stories connected with festivals. • Say why festivals are special times for members of faith communities	
Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8-10 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc)

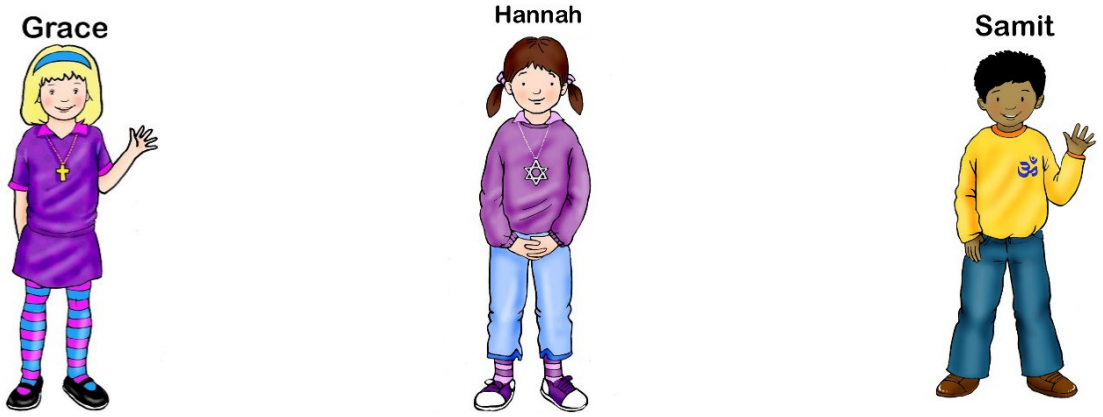
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What special times have you had? What do other people celebrate?		
Pupils will learn: Some examples of special occasions To talk about features of a celebration Feelings that are associated with celebrations	**Celebration Tub** • Sit on the floor in a circle. Present pupils with a celebration tub. Inside have a range of pictures and 3D objects related to festivals and celebrations. Try to include: - **Items linked to Sukkot** – e.g. greenery, images of fruit/veg growing, shiny stars, Sukkot cards - **Items linked to Diwali** – e.g. rangoli powder, puppets or murtis of Rama and Sita, Diwali cards - **Items linked to Christmas** – e.g. cards showing images from the nativity story, advent candles, a pretend gift that has been wrapped up. - Also include pictures of scenes from Christmas, Diwali and Sukkot stories Although many objects in the box should be related to Christmas, Sukkot and Diwali, ensure that other celebrations and festivals are represented too. Suggested items to include are: - **Cards** relating to special occasions (e.g. birthdays, Mother's Day, Father's Day, new baby) - **Candles** that are used in celebrations (e.g. birthday candles, Christingle candles, Chanukah candles) - Different types of **wrapping paper** (e.g. birthday, wedding, Christmas) - Photos of children and families **celebrating together** - An item of newborn baby **clothing** and images of clothes worn on special occasions - Photos and recipes of **food** eaten at different times of celebration. **Explore the tub** • Allow children the chance to explore the objects and pictures within the box. Ask children to choose 1 which takes their interest – why do they like it so much? Ask them to choose 1 that they think they know lots about – what can they say about it? • Place one object that has sparked pupils' interest in the centre of the circle. This should become the centre of a 3D mind map that is linked to the contents of the tub. Use string / ribbon / strips of paper to form the lines on the mind map – children should be involved in deciding which objects from the box go where. They may be able to see basic links (e.g. 'candles', 'cards', 'food' etc) between objects easily, so can link these on the mind map. Pupils comments and questions can be added to the mind map on paper	**These activities will help pupils to work towards achieving the following expected outcomes:** Give examples of special occasions that they and others have experienced and suggest features of a good celebration hold conversations about special religious times using new vocabulary talk about the lives of other people using simple ideas about how celebrations are valued talk about information on the festivals of different religious communities of the UK

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	thought bubbles. Take a photo of the mind map for use later in this unit. If possible, make a record of pupils' comments, questions etc to retain for assessment. • Pupils' responses to the box and 3D mind map activity might show areas of expertise or limited understanding within the class that are not developed within this unit plan, but that teachers feel need exploring. Teachers should feel free to do this. **Our Special Times** • Explain to children that everything in the box is linked to special times. Introduce the word 'celebration'. Have pupils heard it before? What does it mean? • Remind pupils of some special times and celebrations they might know about e.g. birthdays, Christmas, weddings. If pupils have experienced a significant time in school or class such as a harvest festival, end of term party or a graduation ceremony from F1/Nursery, these are good examples of special times for pupils to think about and it is especially helpful if you have any images of these times to show the class. • Ask the pupils to think of a special occasion they particularly enjoy celebrating. What do they do? Where do they go? What do they need? What clothes do they wear? Do they sing any special songs? Do they eat special food? Mime some of the actions and if appropriate, join in some of the songs together. • Look together at some pictures showing emotions, e.g. happy, excited, loved, sad, worried. Ask pupils to pick an emotion they might feel at a special time. Can they show it on their face? Can they talk about a time when they have felt this way at a special time? **So many people have celebrations!** • Introduce the class to Grace, Hannah and Samit using either persona dolls or images to do so. Explain that each of the three children has a celebration that is such a special time for them and that the class will be finding out more about Grace, Hannah and Samit's celebrations soon.	

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- Explain that for now, Grace, Hannah and Samit really want know what the children in the class have to say about special times. Drawing on their previous thinking and discussions, pupils each create a celebration picture for Grace, Hannah and Samit. What clothes, food, stories, gifts, families and actions might they include in the picture? Are they themselves going to be part of the images? Is it a celebration that pupils have actually taken part in or not? If persona dolls are being used as Grace, Hannah and Samit, pupils can whisper explanations of their pictures into the persona dolls' ears.

Note: Whilst most families will celebrate birthdays, please be aware that birthdays are not celebrated in all cultures. Sensitivity is needed here, and teachers' knowledge of their pupils' cultural backgrounds makes a big difference.
If your class are focusing on religious celebrations that are different from those included in this unit plan, you may need to introduce different child characters during your lessons. All child characters can be found at the end of this unit plan.

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What happens at Sukkot and why?		
Pupils will learn: To begin to know about a Jewish festival. To talk simply about reasons why Sukkot is celebrated. To explore, observe and find out about a festival that matters in Judaism.	**A Special Time for Hannah** • Show pupils the character of Hannah. If children have met Hannah in other units, help them to articulate what they know about her and see if pupils can remember that she is a Jewish girl. If pupils have not met Hannah in other units, take time over introducing her and explaining that she is Jewish. • Recap pupils' understanding of celebrations from previous sessions. Tell them that they are going to be finding out about Sukkot, which is a celebration that is important to Hannah and many other Jewish people all over the world. **A Harvest Festival** • As Sukkot is a harvest festival, provide pupils with opportunities to think about fruit and vegetables and how they are harvested. Pupils can taste and look at different varieties of fruit and veg/ examine fruit and veg with magnifying glasses and describe what they see/ compare some fresh, tinned, frozen and dried examples. • Discuss pupils' experiences of growing plants. Have any grown flowers? Fruit? Vegetables? What did they do to help their plants grow? Explain that harvesting is when we gather and collect food. We often have to plant and grow the food before we can gather and collect it. Grow something to eat (e.g. cress/beans) and 'harvest' it. • Explain that Sukkot is a time when Jewish people think about all the food that has been harvested and thank God for it. • Get out the celebration tub and show pupils the greenery, images of fruit/veg growing, shiny stars and Sukkot cards, explaining that they are all linked to the festival of Sukkot. Pupils think, pair, share how the images of fruit and veg are linked to Sukkot. **Another 'Thank You'** • Tell pupils that harvest is one reason why Hannah and many other Jewish people celebrate Sukkot and that there's a second reason too. Tell the story of how the Children of Israel, led by Moses, were crossing the desert to the Promised Land. The journey took years and years and they could have no permanent homes as they had to keep travelling, so built a sukkah – hut – as their shelter.	**These activities will help pupils to work towards achieving the following expected outcomes:** Say why Sukkot is a special time for Jewish people. hold conversations about special religious times using new vocabulary talk about the lives of other people using simple ideas about how celebrations are valued talk about information on the festivals of different religious communities of the UK create work about different festivals, and talk about the meaning of their creations

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	• Explain that Sukkot is a time when Jews remember how the Children of Israel lived in these special huts in the desert. Jewish people thank God for looking after the Children of Israel during their long, long journey. • Point out that this is another thank you that Jewish people say to God at Sukkot! They say thank you for the harvest *and* thank you for keeping the Children of Israel safe during their desert travels. Have pupils themselves ever had to say thank you at a special time? **Build a Sukkah** • Look together at some images of sukkot (NB sukkah is the singular form of the word, and means 'booth', sukkot is plural, meaning 'booths'). Explain to pupils that these look like the huts that the Children of Israel would have built in the desert years and years ago. Nowadays, Jewish people build them for the festival of Sukkot. Ask pupils to talk about what they can see. If necessary, draw their attention to features such as the fruit hanging from the ceiling as decoration, the greenery covering their roofs with gaps in it so that stars can be seen through the green etc. • Allow children to work in teams and experiment with range of materials and build a sukkah big enough for every team member to sit inside. Pupils should include features of sukkot that they saw on the images. Some examples of sukkot made by pupils: • Once pupils have built their sukkah, allow them to go inside and dangle the shiny stars from the celebration tub above – have they made their roofs full of greenery but with gaps so that stars can be seen through it? • Ask pupils whether any of them have every slept outside? Been camping? Ask them to tell the others about their experiences and what sleeping out of doors feels like. Explain that Sukkot is a celebration that lasts for eight whole days. During this celebration, lots of Jewish people eat meals and sleep in a sukkah. You could allow children to role play eating and sleeping in the sukkah. Ask pupils to speculate on what it might feel like to eat in a sukkah or be in a sukkah at night and see the night sky through the roof. Have snack time in the sukkah so pupils can experience eating in one for themselves.  	learn and use new vocabulary about religion and beliefs

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	• Look at the greenery, shiny stars and Sukkot cards from the celebration tub. Are pupils able to explain how the greenery and stars link to Sukkot? Can they see any pictures or symbols on the cards related to their learning? **Inviting Others** • Help pupils understand that Hannah's family and lots of Jewish people like to invite visitors to have a meal in their sukkah at the festival of Sukkot. • Pupils write invitations to each other or even to another class, inviting them to come and spend some time in the sukkot they have built. When their visitors arrive, pupils can explain about the sukkot they have constructed and the festival about which they have been learning.	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What story do Hindu people remember at Diwali? What happens at Diwali and why?		
Pupils will learn: To listen to a story and respond with relevant comments and actions. To recall the story of Rama and Sita. To begin to know about a Hindu festival. To explore, observe and find out about a Diwali. That people from different religions have some different celebrations.	**A Festival for Samit** • Show pupils the character of Samit. They may have met Samit in other units. If so, draw out what pupils already know about him and see if they can remember that he is from the Hindu tradition. If pupils have not met Samit prior to this unit, take time over introducing him and explaining that he is a Hindu boy. • Let pupils know that they will be learning about a special time for Samit – it is a festival called Diwali and is a special time for many many Hindus. If helpful, explain to pupils that Sukkot is not celebrated by Samit because he is Hindu, he is not Jewish, and Sukkot is celebrated by Jewish people. Hannah does not celebrate Diwali, because she is a Jewish girl and Diwali is celebrated by Hindus. **The Story of Diwali** • Tell a very simple version of the story of Rama and Sita, explaining to pupils that this is a story that Samit and many other Hindus remember at Diwali time. To make this memorable, pick out key words (e.g. Rama, Sita, Ravana, diva, light) and ask pupils to perform a specific sound or action for each one. Also, having some pupils at the front to act out the parts of the main characters can add to the experience. Discuss the emotions that the characters must have felt at points in the retelling. • Think together about good and bad characters in known stories e.g. Jack and the Beanstalk, the Three Billy Goats Gruff. Think of other 'goodies' and 'baddies' that pupils know. With pupils, pinpoint what certain 'goodies' do to make them 'goodies' and what certain 'baddies' do to make them 'baddies'. Show pictures of the main characters in the story or Rama and Sita and think together about whether each was 'good' or 'bad'. Discuss why Rama/Hanuman etc were good characters and why Ravana was a bad character. Ask pupils whether the good characters or the bad ones were the winners in the story of Rama and Sita. Explain that Diwali is a time when many Hindus think about how good won and bad did not. • Ask pupils to pick a character from the story to draw. Look carefully at pictures that other artists have done first, noticing the character's clothes, hair, etc. Pupils should tell an adult something about the character from the story (e.g. Sita was taken away by Ravana). See if pupils can go one step further and mention the character's feelings too (e.g. Sita was very frightened when she was taken away). • Create some props for a retelling of the story. Eg:	**These activities will help pupils to work towards achieving the following expected outcomes:** Say why Diwali is a special time for Hindus. Recall a simple story connected with Diwali hold conversations about Divali using new vocabulary talk about the lives of other people using simple ideas about how celebrations are valued talk about information on Hindu festivals

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	- Use ten face masks or draw around a pupil's head ten times to make Ravana. What would make him scary? - Make a throne to use as part of the story telling, and some golden slippers to put on it, as a reminder of Rama's exile in the story. In a re-enactment, divas can be used to make tracks to the throne for Rama and Sita's return. - Masks of the characters - Pupils' pictures from the previous activity can be used too. Using their props, pupils can tell the story or parts of it in exciting ways. Traditional shadow puppets can also be used in pupils' retellings. • To reinforce pupils' knowledge of the story, they can play a whole class game of 'Guess Who'. Give each pair or group of three a card depicting an element of the story (e.g. Rama, Sita, Lakshman, Hanuman, Ravana, forest, town of Ayodhya, Lanka, arrow, diva etc). The teacher secretly chooses one of the elements and asks all pupils to stand up and make sure their cards are on show. Children should ask the teacher questions (if they are capable of asking questions that elicit only 'yes' or 'no' answers, then this is a good rule to introduce) to narrow down the secret element. As answers to questions reveal which elements have not been chosen, ask the pair/group holding those elements to sit down until the correct answer is guessed or there is only one pair/group left standing. • Pupils should complete the sentence: 'The part of the story I liked best was…'. It is good if they can give a reason for their choice. **Celebrating Diwali** • Use items from the celebration tub (rangoli powder, puppets or murtis of Rama and Sita, Diwali cards) to explain how Samit and other Hindus celebrate Diwali and how they remember the story of Rama and Sita at this time. • Ask pupils to prepare for and hold a Diwali celebration especially for Samit. Tasks to be performed could include: making divas from clay, making rangoli patterns, making Diwali cards with images on inspired by the cards that pupils have looked at in class – these can be written out to Samit, making and tasting Indian sweets, learning the greeting 'namaste', dancing to some Indian music. The preparations for this celebration may take a few days. In order to help pupils prepare during this time, the home corner or another part of the classroom can be set up as a 'Diwali Shop', giving pupils the chance to explore objects involved in the celebration whilst role playing the typical situation of being in a shop. **Note:** The Diwali story and film clips about the festival can be found on the CBeebies website: https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance Have a look at https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p too.	learn and use new vocabulary about religion and beliefs

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What happens at Christmas, and why?		
Pupils will learn: To talk about celebrations they have experienced To simply recall the nativity story To talk about why Christmas is special for Christians To listen to a Christian story and respond with relevant comments, questions and actions To talk about similarities and differences in the ways that people celebrate	**Birthdays** • Ask pupils to bring in a memento of a birthday – this could be a card, a picture of them celebrating etc. Give pupils the opportunity to share how they celebrate birthdays in their families. If necessary, ask questions to help pupils elaborate e.g. do they have special food? What is it? When do they get to eat it? When do they open any cards/presents? Do they have a party? Do they see friends or family and if so who? etc. Discuss whether everybody celebrates their birthday in exactly the same way or whether the class have heard of some different ways of celebrating. NB Pupils who do not celebrate birthdays may still celebrate other occasions and can focus on one of these here. • Ask pupils to look through the celebration tub and pick out objects that remind us about birthdays. Can they explain their choices? • Remind pupils about Grace by showing them her picture or using a persona doll. Pupils may well have met her in different units so help them to talk about her, including the fact that she is a Christian girl. If pupils have not met Grace in a different unit, ensure that pupils are introduced here and know that Grace is a Christian girl. Explain that the class is going to learn about an extremely special birthday for Grace. It's not Grace's birthday but it's still very special for her and many other Christians all over the world. **Identifying the Characters** • Use a bag containing pictures, figures or artefacts representing an angel, Mary, Joseph, shepherds, magi, a donkey, a camel, sheep and a small box or similar to represent a manger. Many of these can be found in a nativity set. Explain that the pupils are going to hear the story about the special birthday and that is so important to many Christians that they tell the story every year. • Invite the children, one by one, to pull something out of the bag. Each time a child pulls something out ask them to describe what it is and make a suggestion about how it links to the other things that have come out of the bag. Can the children identify the story? • Show the children an image of Jesus as a baby and explain that the special birthday that is celebrated by Grace and many Christians is Jesus' birthday. Tell pupils that everything they pulled out of the bag is part of the story of the time when Jesus was born.	**These activities will help pupils to work towards achieving the following expected outcomes:** Say why Christmas is a special time for Christians. Recall a simple story connected with Christmas. hold conversations about what Christmas means and what feelings go with the season talk about how celebrations are valued by Christians Sing and learn from well know Christmas songs about Jesus and the story of the manger in Bethlehem

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A Sensory Retelling

- **Preparation before the lesson:** The story of the birth of Jesus happened over 2000 years ago in a very different country. This sensory retelling of the story is aimed at familiarising the children with the story, putting some of it into context for them and making the story memorable. Three of the five senses are used in this story: hearing, smell and touch. Before retelling the story you will need to prepare the smelling and touching boxes. Having several of each box to allows the children quick access to them at the relevant parts of the story:

Touch Box 1: sand
Touch Box 2: straw
Smell Box 1: animal wool or – for the adventurous – perhaps rabbit droppings
Smell Box 2: incense.

- **Preparation with the pupils:** Explain to the children that as well as using their senses of smell and touch they will need to listen and act. Introduce the cue phrases and corresponding sounds/actions to the children.

Cue Phrase	Sound or Action
'A bright light appeared'	Hide their faces and crouch down
'Mary was tired'	Yawn
'Mary was worried'	Worried face

- Read the story from the script below to the children, allowing time for them to perform the action or smell/touch the items in the boxes at relevant points. After telling the story, remind pupils that this is a very important story for many Christians and so they tell it every year. They tell it at the festival of Christmas which is the festival where Christians remember and celebrate Jesus' birth. Ask the children: Why do you think this story is so important for Christians? Do you have any stories that are important in your family?
- **Story Script:** Mary had been busy. She had fetched the water and swept the front of the house. It was time for a rest. **Mary was tired.** As Mary sat she heard a sound. She turned around but she couldn't see anyone. She heard the noise again. **A bright light appeared.** In the corner of the room there was a person, or was it an angel? ***Stop the story and ask the children to draw what they think an angel might look like.*** **Mary was worried.** The Angel Gabriel spoke to Mary and said, 'Don't be scared – you have been chosen by God to have a baby.' **Mary was worried.** The angel declared 'The baby will be called Jesus and he will be a king.' And then the angel was gone. **Mary was worried.** Mary was about to get married to Joseph so she hurried to tell him the news. Meanwhile everyone

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	had to go to the place they were born to sign the register. Mary and Joseph found a donkey and started the long journey to Bethlehem. **Mary was tired.** The journey was long and hot. ***Share touching box 1*** After a long time walking the hot, sandy and dusty road they arrived in Bethlehem. The town was very busy and all the places to stay were full. No one had a place for Mary and Joseph. **Mary was tired.** Mary knew that baby Jesus was going to be born very soon. **Mary was worried.** After a while Mary and Joseph found an animal shelter to sit down in. I wonder what it was like in the animal shelter? ***Share touching box 2. Share smelling box 1.*** Mary gave birth to the baby Jesus and put him in the manger, the place that animals ate their food from. **Mary was tired.** At the same time some shepherds were looking after their sheep on the hill. **A bright light appeared.** An angel came and said to the shepherds 'I have good news – a baby has been born who will save everyone.' A choir of angels sang songs and the shepherds rushed down to the town to find the baby. **A bright light appeared.** One of the shepherds pointed up. 'Look, there is a light over there where the animals are resting.' The shepherds rushed over to find the baby. **Mary was worried.** Who were these people? But when she realised they had come to see her baby, she felt safe. As Jesus grew up, he had other visitors. **A bright light appeared.** The light appeared in the form of a star. Some wise visitors from the East followed the star and found Jesus. They brought him presents of gold, incense and myrrh. ***Share smelling box 2.*** Christians believe that Jesus grew up to be a very important person and was the son of God. **Retelling the Story** • Give pupils a range of ways to help them remember and retell the story. Pupils can use nativity figures/role play/small world/puppets in their retelling. Use the Christmas cards from the celebration tub and explain to pupils that they show different parts of the story – see if pupils can identify the parts of the story shown on each of the cards. • At relevant points in pupils' retellings, discuss with children how the characters might have felt e.g. Mary wondering when her baby will be born, the shepherds hearing the good news. Draw comparisons between the experience of Mary and Joseph and the experiences we normally associate with having a baby e.g. ask: how do we normally get ready when a new baby is coming? Why couldn't Mary and Joseph do that? Jesus really special baby because for Christian's son of God **What happens at Christmas?** • Ask pupils to share any knowledge they already have about how Christmas is celebrated. Help them to find out about how Christmas is celebrated in a number of ways e.g.: - Examine advent candles and learn simply about how they are used.	

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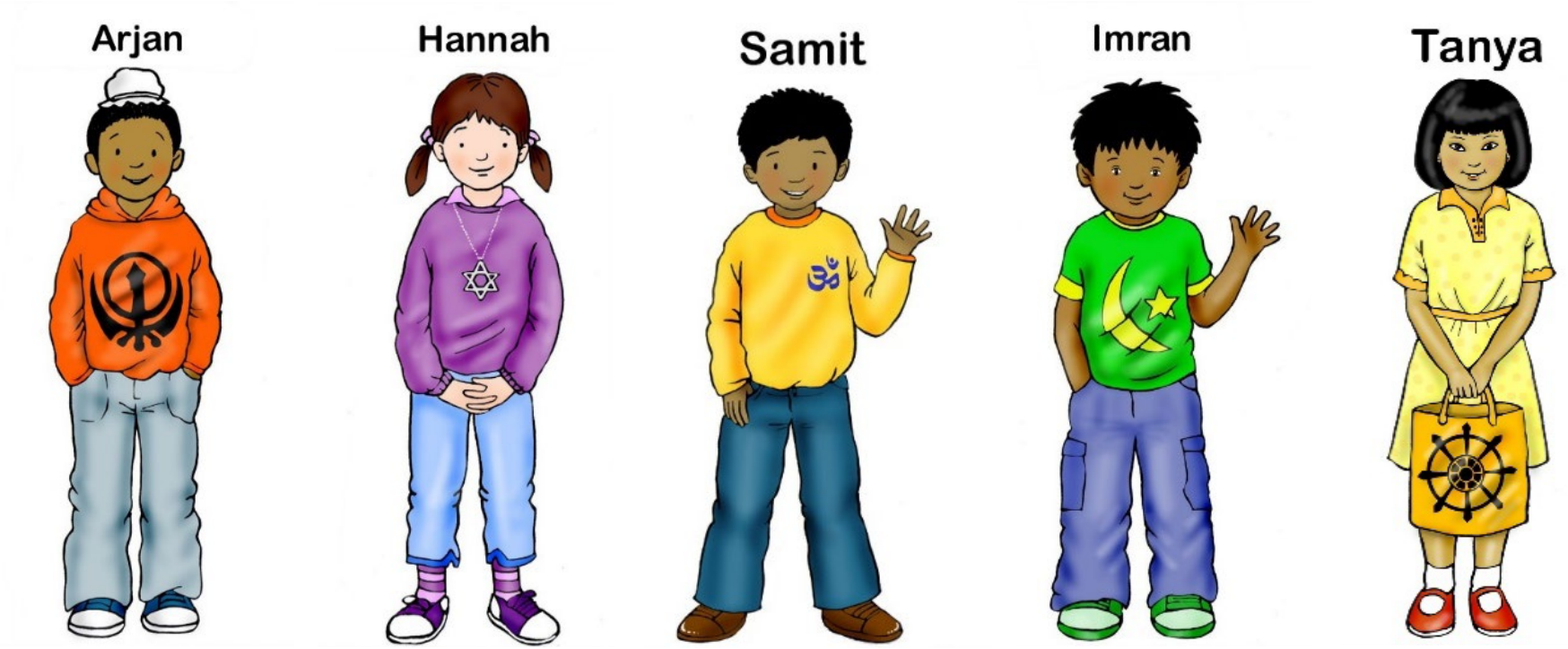
	- Recall the cards from the celebration tub, then make a Christmas card for Grace with an image of the story on. - Learn a Christmas song/carol. - Find out about nativity plays and watch one. - Discuss presents that they would like to give and receive. • Remind pupils that Christmas is so special to Christians because it is the time when they remember Jesus, God's son, being born. Can pupils see any similarities between the way many Christians celebrate the birth of Jesus and the way that many of the class celebrate their own birthdays? Point out that the way Jesus' birthday is celebrated by Christians at Christmas has many elements that we do not find in the birthday celebration of most people and discuss some of these with pupils. Explain that this is because Jesus is so special so many Christians. • Have an image of Jesus wrapped in Christmas paper. Explain that Christmas is a time when Christians believe God gave a present to the whole world. Tell pupils that you have a reminder of what that gift was inside the wrapping paper. Pupils to guess what might be inside the wrapping paper. Unwrap the present to reveal the image of Jesus, explaining that Christians believe that he was God's son and God's present for the whole world – Christians remember these ideas and the birth of Jesus at Christmas time. **NOTE:** This unit uses Christmas cards depicting the Christmas story. Pupils will probably have seen Christmas cards with images not related to the story itself (e.g. Santa, snowmen, candy canes). These should not be thought of or dismissed as 'wrong' by pupils in class as they are part of secular traditions relating to Christmas.	

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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What can we say about Christmas, Diwali and Sukkot?		
Pupils will learn: To begin to know and talk about their own cultures and beliefs and those of other people.	**Our Thoughts** • Sit in a circle. Place the celebration tub from the start of this unit in the centre. Allow pupils a little time to re-familiarise themselves with the contents. • Ask pupils to pick 1 object or image from the box that they have enjoyed learning about. Ask them to tell you about their chosen item. See whether pupils can tell you if their item is linked to Christmas, celebrated by Christians (like Grace), Diwali, celebrated by Hindus (including Samit) or Sukkot, celebrated by Jewish people (just like Hannah). • Remind pupils of the 3D mind map that they made at the start of the unit. Give pupils the opportunity to help make a new mind map – explain that this map may look very different to the first one because pupils have done so much learning about Christmas, Sukkot and Diwali and they can show which items belong to these celebrations on their mind map. Compare the new mind map with a photo of the old one. Discuss similarities and differences. Again, pupils' comments and questions made whilst creating the map can be recorded for assessment purposes. • Looking together at the mind map. Show pupils the Diwali and Christmas candles on their and point out that candles are used at both festivals. See if pupils can spot any other similarities, e.g. cards, stories. • Look at the items linked to Sukkot and think about aspects of the festival. What do pupils imagine Hannah would enjoy about celebrating Sukkot? Repeat this, thinking about what Samit would enjoy at Diwali and what Grace might enjoy at Christmas. Were there any ideas that crossed more than one religion? (e.g. did pupils imagine that more than one child would enjoy receiving cards?) **Learning Tree** • Discuss aspects of the festivals that pupils have learnt about. What stories can they remember? What do people do to celebrate Sukkot? Diwali? Christmas? What might children enjoy about celebrating any of these three festivals? • Look together at images of decorated Christmas trees and ask pupils to tell you what they know about them. Explain that some of the decorations link to the Christmas story and others do not. Look at some decorations that are linked with the nativity story e.g. those depicting stables scenes or angels. • Explain that pupils will also be decorating a tree. It will not be a Christmas tree, but a tree to show what they have been learning about in class. The tree will be very important because it will show others all about	**These activities will help pupils to work towards achieving the following expected outcomes:** Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities. talk about the lives of other people using simple ideas about how celebrations are valued

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	the celebrations of Christmas, Diwali and Sukkot. It will be displayed somewhere where children/staff who are not in the class can see it (it is good to tell the pupils where it will be displayed). Pupils can each make at least one decoration linked to a festival which they have learnt about e.g. Sukkot – decorations showing fruit or a booth, Diwali – decorations of diwas or characters from the story of Rama and Sita, Christmas – decorations showing nativity scenes or gifts. Allow pupils to display their decorations on the tree. The tree can be either 2 or 3D.	talk about information on the festivals of different religious communities of the UK



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