



Unit/Theme: RE- Incarnation - digging deeper

Key Question: What is the Trinity?

Year Groups: 3/4

Key Vocabulary:

Date	Specific Knowledge	Learning Outcomes	Learning opportunities
<p><u>Week 1</u> How is John 1 different from the other Gospels in relation to the birth of Jesus?</p>	<p>To identify John 1 as part of a 'Gospel', and be able to note the differences between John and the other Gospels - Matthew - find the birth of Jesus. Luke - can they find the birth? Children to identify important vocabulary. Ask questions - why do they think both include Jesus' birth. Why do they think it is important. Now look at John and see if they can find any birth story.</p>	<p>I can compare the differences and similarities between the references of the birth of Jesus. I can connect the text with the concepts of Incarnation and Trinity.</p>	<p>Key Learning: Bible Gateway - website Read Genesis 1:1-5. Which words do they think are important? Display important words: beginning, God, light, life, darkness, Spirit of God, Earth. Read John 1:14 ask the class if they can spot any of the important words from Genesis - identify when they hear one. What do they think this passage is about?</p> <p>Pupil Outcome/Task: Discussion Return to the Bible - either turn to Matthew or display on IWB, ask someone to come up and have a look at the first two pages - can they find the birth of Jesus? Why is it almost the first thing that Matthew mentions? Ask another pupil to come and look at the first two pages of Luke. Can they find the birth? Why do Luke and Matthew both include Jesus' birth? Why do they think it is important? Ask someone to come up and look in the first two pages of John, some of which you have just read. Can they find any birth story? No - there isn't one at all in John.</p>

<p><u>Week 2</u> Can you make suggestions for what texts about God might mean?</p>	<p>Christians believe God is Trinity - father, son and Holy Spirit. Children to think about the words from John 1. Explore what John means by using Christmas hymns and consider whether writers used John's words.</p>	<p>I can consider words and phrases used by John 1 I can explore Christmas Carols and songs to explore what John means.</p>	<p>Key Learning: Display phrases from John 1. - complete activity Use some words from Christmas carols and songs to explore with the class what John means. Play them samples and ask did this writer use John's words? For example:</p> <ul style="list-style-type: none"> - O little town of Bethlehem: In the dark streets shineth the everlasting light. - Silent night: Son of God: Love's pure light. - Once in Royal David's City: He came down to earth from heaven who is God and Lord of all. - Calypso Carol: Mary cradling the babe she bore: the Prince of Glory is his name. - Shine, Jesus shine: send forth your word Lord and let there be light. <p>Pupil Outcome/Task: Display phrases from John 1. Children can choose one of these phrases and design and make their 'Christmas according to John' Christmas card without sheep or donkeys.</p>
<p><u>Week 3</u> What is the purpose of the Incarnation in Christianity?</p>	<p>Christians believe the Father creates; he sends the Son who saves his people: the Son sends the Holy Spirit to his followers.</p> <p>Jesus the Son of God, is seen by Christians as revealing what God the Father is like.</p>	<p>Make clear links between what Christians believe about the Trinity and how these beliefs help Christians to be able to sense God's Spirit and how it helps them be calm, good etc. To give examples of what the texts studied mean to some Christians.</p>	<p>Key Learning: Christians believe so... take the pairs of sentences on Resource sheet 4. Get pairs of pupils to match these eight sentences in two halves. Run this as a team challenge in threes. Pupils have all the sentence starters to look at and pick up one 'sentence ending' at a time. They must agree where it fits in before going for the next ending.</p> <p>Pupil Outcome/Task: Prepare questions for a visiting Christian. Example questions</p> <ul style="list-style-type: none"> - What does Christmas celebrate? - Do you believe God came to Earth at Christmas? - In which ways was Jesus an ordinary person? - In which ways is he 'God on Earth?' - How do your beliefs make a difference to your life and to life in your church? <p>Invite Reverend into school to answer questions</p>

<p><u>Week 4</u> How does the belief Jesus is God Incarnate help Christians understand the Trinity?</p>	<p>Make links between some of the texts and teachings about the Trinity - God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p>I can define the meaning of Incarnation I understand how descriptions of God, Jesus and the Holy Spirit are interpreted by Christians.</p>	<p>Key Learning: Use the term Incarnation to explore the idea that God is best seen in Jesus. Ask about the following descriptions - which is best and why?</p> <ul style="list-style-type: none"> - Jesus is like God's front man. - Jesus is God's last word. - Jesus came to show humanity what God is really like. - Jesus is full of love, so he's just like God. - Jesus is the invisible God made visible. <p>Pupil Outcome/Task:</p>
<p><u>Week 5</u> How does the Trinity relate to Incarnation?</p>	<p>Understanding God is challenging: people spend their whole lives learning more and more about God.</p>	<p>To know what difference it makes to Christians to believe in God the Father, Jesus the Son and the Holy Spirit as a Trinity.</p>	<p>Key Learning: Small groups record answers and ideas from the questions and interviews</p> <p>Pupil Outcome/Task: Make a short booklet that could be displayed in a church called 'Trinity: So What?' Each page should contain one illustrated idea responding to this question.</p>
<p><u>Week 6</u> Has Christmas lost its true meaning?</p>	<p>To know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>I can make comparisons about God</p>	<p>Key Learning: Give pupils six large print flash cards stating examples of Christian belief about God. Some are provided on Resource Sheet 5. Ask pupils in threes to rank these: which do they think are most, and least. Important to Christians? There is not a correct answer here. Plenary - Ask pupils if they can imagine Christmas being abolished or made illegal. What would they miss? What extra things would Christians miss, and why?</p> <p>Pupil Outcome/Task: Create six more flashcards that would reflect the views of pupils in the class more broadly, about the idea of God.</p>