



Year Group: Year 1

Religion: Christianity

Why do Christians give gifts at Christmas?



Final Outcome: Nativity performance for school and parents.

Programme of Study

NC Requirements

- retell religious, spiritual and moral stories
- identify how religion and belief is expressed in different ways
- identify similarities and differences in features of religions and beliefs
- recognise that some questions about life are difficult to answer
- ask questions about their own and others' feelings and experiences
- identify possible meanings for symbols and other forms of religious expression
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- ask questions about their own and others' feelings and experiences
- identify possible meanings for symbols and other forms of religious expression
- retell religious stories and identify some religious beliefs and teachings
- identify some religious practices, and know that some are characteristic of more than one religion
- suggest meanings in religious symbols, language and stories
- respond sensitively to the experiences and feelings of others, including those with a faith
- realise that some questions that cause people to wonder are difficult to answer

respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

Term taught: Autumn 2

Learning Objectives	Subject Specific Vocabulary	What do we want children to know?	Suggested Learning Activities	Resources	Plenary
Session 1 Enquiry question: When do we give and receive gifts? Retrieval Practise Short Term Retrieval Jesus's Life Story (Autumn 1 – session 1) Draw 3 pictures showing different parts of Jesus's life. Choose from: Jesus as a baby, Jesus teaching people, Jesus helping people, Jesus with his friends, Jesus	 Christianity  Christians  gifts  Christmas	Identify aspects of own experience and feelings, in religious material studied.	New Learning Show children the gift-wrapped present. If you were to open this present up, what would you want to be inside it? Invite children to share their ideas. What different times of the year do we give presents to people? Children to think, pair, share their ideas and then create a list as a full class of the children's ideas. Explain that there are lots of different times when people give presents and that people give presents for different reasons. Sometimes presents can be special because they are something you really wanted or something you love, or because they were given to you by someone who is important to you. Let's role play what it feels like to give and receive a gift. Invite children to find a partner to do this. Explain to the children that one partner will be the gift giver and one partner will be the gift receiver. The giver needs to pretend to give a gift to the receiver. What will you say? How will you act? Once the children have done this invite them to swap roles and try to say and act differently. After the role-play invite your class to discuss what it felt like to give and receive a gift. Record their feelings in speech bubbles. What was the best present you have ever been given? Who gave it to you? Why was this gift precious? Ask children to discuss their responses with a partner and then share with the class.	Large poster paper marker pens picture cards of different celebrations/occasions Worksheet template (gift box outline), crayons/pencils, optional craft materials	Gather children on the carpet in a circle with their completed gift drawings Invite 3-4 volunteers to share their special gift with the class: • Show your picture • Tell us who gave it to you • Explain why it was special Class discussion questions: • "What do you notice? Are our special gifts all the same or different?" • "Who remembers - what does it feel like to GIVE a gift?" (refer back to speech bubbles) • "What does it feel like to RECEIVE a gift?" (refer back to speech bubbles)

dying on the cross, Jesus alive again. Write a simple label or sentence under each picture.			Task 1 - Guided Practise task (We do) Creating Our Class "Times for Gifts" Poster 1. Together, we'll sort picture cards showing different occasions (Christmas, birthdays, Eid, Diwali, weddings, saying thank you, new baby, etc.) 2. As a class, we'll decide which occasions involve gift-giving and stick them onto our poster 3. I'll help you write labels for each occasion - you can help me sound out the words! 4. We'll draw speech bubbles around our poster and together write how people might feel when giving or receiving gifts at these times (happy, excited, loved, special) 5. We'll practice saying together: "We give gifts at [occasion] because..." Teacher modelling: Demonstrate sorting one card, thinking aloud: "Hmm, at Christmas time, do people give gifts? Yes! Let's put this in our 'gift-giving times' section. How might someone feel? Happy! Let's write that." Task 2 - Independent Practice task– (I do) My Special Gift Memory 1. Draw inside the gift box the best present you have ever received 2. Around the box, complete these sentences (with writing or pictures): ○ This gift was from: _____ ○ I got it when: _____ ○ It was special because: _____ ○ It made me feel: _____ 3. Decorate your gift box to make it look beautiful! • Support: Pre-written sentence starters, word bank of feelings, adult scribe • Extension: Write a full sentence about why this gift was precious to you. Draw the person who gave it to you.		• "Why do people give gifts to each other?" Final reflection - Thumbs up/down/middle: • "Thumbs up if you think giving a gift feels good" • "Thumbs up if you think receiving a gift feels good" • "Thumbs in the middle if you're not sure which feels better!"
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Session 2 Enquiry question: What happens in the story of Jesus' Birth? Retrieval Practise Short Term Retrieval What is the parable of the lost son? (Autumn 1 – session 2) Beginning, Middle, End - Draw 3 boxes. Draw/write what happened at start, middle, and end of story.	 Christianity  Christians  Jesus  God  Mary  Joseph  Angel  Bethlehem  Christmas	To recount outlines of some religious stories. Connected Learning Remind children of last session about gifts. Children to talk to their partner about what is important about giving gifts? Why do we give people gift? New Learning What is Christmas? What do Christians remember at Christmas? Children to think, pair, share their ideas. Tell children that today they are going to be reading the story of the birth of Jesus. What do you already know about this story? Invite children to share their ideas. Read through the story of the birth of Jesus. Explain that the wise men knew this baby was very special so they wanted to give him gifts to show him that he was important to them. All the gifts were things that were very precious. Explain what gold, frankincense and myrrh are and what they were used for. Task 1 - Guided Practise task (We do) Retelling the Nativity Story Together 1. Together, we'll look at the picture cards from the story of Jesus' birth that we just read 2. As a class, we'll put them in order - I'll ask questions to help us: - o "What happened first? Where did Mary and Joseph need to go?" - o "Where was Jesus born? Why?" - o "Who came to visit baby Jesus?" - o "What did the wise men bring?" 3. We'll retell the story together using our sequenced pictures - everyone joining in with key phrases: - o "There was no room at the inn" - o "Jesus was born in a stable" - o "The wise men brought gifts" 4. Together, we'll label the three gifts on our story mat: gold, frankincense, and myrrh 5. We'll discuss as a class: "Why did the wise men bring gifts? What does this tell us about baby Jesus?" Teacher modelling: Think aloud while sequencing: "Let me think... did the wise men come before or after Jesus was born? After! Because they came to visit him. Let's put this card here." Task 2 - Independent Practice task– (I do) The Wise Men's Precious Gifts 1. Decorate each of the three gift boxes - make them look precious and special! - o Gold box - colour it gold/yellow (or stick on gold paper) - o Frankincense box - draw or colour it - o Myrrh box - draw or colour it 2. Complete the sentence (with writing, picture, or adult support): - o "The wise men gave these gifts to _____" 3. Draw or write: "These gifts were special because..." 4. Challenge: Draw the wise men traveling to see baby Jesus on the back of your sheet Support: Pre-cut gift boxes to stick down, sentence frames with word bank (baby Jesus, special, important, precious), picture cues Extension: Write a sentence about each gift explaining what it was. Label your picture with key words from the story (stable, star, wise men, Mary, Joseph)	Story sequencing picture cards (Mary & Joseph travelling stable/no room at inn, baby Jesus born, shepherds, angels, wise men with gifts) large story mat or washing line with pegs Worksheet with three gift box outlines (labelled: Gold, Frankincense, Myrrh), colouring materials, gold/yellow paper/foil (optional)	Choose three children to be the wise men (or use yourself and two teaching assistants if available) and sit them at the front The rest of the class are reporters who will ask the wise men questions about their journey and gifts Guided questions to prompt children: • "Wise men, who did you go to visit?" • "What gifts did you bring?" • "Why did you choose these special gifts?" • "Why was baby Jesus so important?"
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Session 3 Enquiry Question: What gift might Christians give to Baby Jesus? Retrieval Practise Short Term Retrieval What is the parable of the Good Samaritan? (Autumn 1 – session 3) Who Helped? - Draw/stick pictures of 3 characters. Write "helped" or "didn't help" underneath each one.	 Christianity  Christians  Jesus  gifts	Recognise features of religious life and practice.	Connected Learning Recap the story of the birth of Jesus, what did the wise men bring for Jesus? Why? New Learning What kind of presents do people give babies today? Do you still have any presents that people gave you when you were a baby? Invite children to share their ideas. Remind children about the Christmas story and that the wise men each brought the baby Jesus a different gift. Can you remember what these gifts were? Children to discuss ideas as a class and then check on the story. What gift do you think a Christian might give the baby Jesus today? Children to discuss ideas and then create a whole class list of the children's ideas. If you were going to see baby Jesus in the stable, what present would you take him? Invite children to share their ideas. Task 1 - Guided Practise task (We do) Our Class Gift List for Baby Jesus Create a two-column chart together: - Column 1: "Gifts for babies TODAY" - Column 2: "Gifts we might give baby Jesus" Together, we'll brainstorm gifts people give to babies now: "What did your baby brother/sister/cousin receive?" "What do we see in shops for babies?" - I'll write your ideas in Column 1 (toys, clothes, blankets, teddies, etc.) Now we'll think together - which of these might also be good for baby Jesus? "Jesus was born in a stable - it would be cold! What might keep him warm?" "Baby Jesus didn't have a cot. What could we give him?" "What might make baby Jesus comfortable or happy?" We'll add ideas to Column 2 and discuss why each gift would be helpful or special Compare our list to the wise men's gifts:	Large poster paper divided into two columns, marker pens, picture prompts of baby items (optional) Worksheet template (stable scene outline with empty manger large gift box to draw in), colouring materials optional: fabric scraps, cotton wool for texture	Gift Gallery Walk and Reflection Gallery Walk - Children walk around the classroom looking at each other's gifts for baby Jesus Challenge: "Can you find someone who chose a similar gift to you? Can you find someone who chose something completely different?" Gather back on the carpet and invite 4-5 children to share: "Show us your gift - what did you choose?" "Why would this be good for baby Jesus?" - Class responds: "That's a kind/thoughtful/helpful gift!" Sorting activity - Hands up if you chose: "Something to keep Jesus warm?" "Something to make him comfortable?" "Something to make him happy or smile?"

			"The wise men brought precious, expensive gifts. Our gifts might be different - they might be practical or useful. Both types of gifts show love and care!" Teacher modelling: "Hmm, babies today get blankets. Would baby Jesus need a blanket in the stable? Yes! It would be cold there. Let's add 'a warm blanket' to our list. That would show we care about keeping him comfortable." Task 2 - Independent Practice task– (I do) My Gift for Baby Jesus Inside the gift box, draw the present you would give to baby Jesus if you visited him in the stable today Colour and decorate your gift box to make it beautiful Complete the sentences: (verbally) "My gift for baby Jesus is: _____" "This gift would help him because: _____" "OR This gift would make him feel: _____" Colour the stable scene around your gift Add yourself to the picture - draw yourself giving the gift to baby Jesus! Differentiation: Support: Word bank of gift ideas (blanket, toy, clothes, food, teddy), sentence starter cards, drawing frames with partial images to complete, adult scribe for writing Extension: Write 2-3 sentences explaining your choice. Compare your gift to one of the wise men's gifts - how is it similar or different? Draw Mary and Joseph's reaction to your gift.		"Something to play with?" "Something practical that he needs?" Discussion questions: "Are all our gifts the same? No! Why do you think we all chose different gifts?" (We all show love in different ways, we all thought about different needs) "How are our gifts different from the wise men's gifts of gold, frankincense, and myrrh?" (Ours are more practical/useful for a baby, theirs were very precious and expensive) "How are our gifts the SAME as the wise men's gifts?" (KEY POINT: Both show that baby Jesus is special and important to us, both show love and care)
Session 4 Enquiry Question: What presents can be given that you can't see? Retrieval Practise Short Term Retrieval What did Jesus teach at the Sermon on the Mount? (Autumn 1 – session 4) Mountain Message - Draw simple mountain outline (pre-printed or drawn). Write 2 things Jesus taught inside it.	 Christianity  Christians  Jesus  gifts	Recognise features of religious life and practice.	Connected Learning Remind the children of the gifts the three wise men gave to baby Jesus. What gifts did we say last session we would take him? New Learning Show children the picture of a Christmas tree with lots of presents under it. Explain that Christians enjoy giving presents to their family and friends, just like the wise men gave gifts to Jesus at the stable in Bethlehem. This is one way to show someone that you care about them and want to make them happy. Explain that not all presents can be wrapped and put under the Christmas tree. Sometimes, the best presents are presents that can't be wrapped. Can you think of something you could to someone that can't be wrapped? Children to think, pair, share their ideas. Show children the examples of scenarios on the slides of 'invisible' gifts that can be given to people. Today, Christians cannot go to Bethlehem to give gifts to baby Jesus but they can still give Jesus a special present - their love. They show Jesus that they love him by praying to him, helping others as Jesus would do and worshipping by singing songs, etc. Who do you love and how do you show them that you love them? Invite children to share their ideas. Task 1 - Guided Practise task (We do) Creating Our "Invisible Gifts" Class Display Look together at the Christmas tree picture with wrapped presents:	Large outline of a present/gift box drawn on poster paper, smaller card "gift tags" (pre-cut), marker pens, pictures/symbols representing invisible gifts (helping hands, heart, smiley face, etc.) Worksheet with large gift box outline (labelled "My Invisible Gift"), space for drawing/writing, colouring materials	"Pass the Invisible Gift" Circle time on the carpet - children sit in a circle with their completed work in front of them Share and celebrate - Pass the empty wrapped box around the circle - When a child receives the box, they share their invisible gift: "My invisible gift is ____" "I would give it to ____" "It would make them feel ____" - After sharing, they pass the box to the next person - Choose 5-6 volunteers (or adapt timing to

		○ "These are presents we can see and touch. But today we're thinking about different kinds of gifts!" 2. Discuss and demonstrate "invisible gifts" as a class: ○ Teacher models: "If my friend is sad, I could give them a hug. Can I wrap a hug? No! But it's still a special gift." ○ "Let's think of more invisible gifts together..." 3. Together, we'll create a list on our gift tags: ○ "What invisible gifts could we give?" (helping someone, being kind, sharing, listening, giving time, a smile, a hug, saying kind words, playing together) ○ I'll write each idea on a gift tag with a simple picture/symbol ○ Children help choose which ideas to include 4. Sort and arrange together: ○ "Let's stick our invisible gift tags onto our big present" ○ Discuss each one: "How does this gift make someone feel?" 5. Connect to Christianity: ○ "Christians believe they can give invisible gifts to Jesus too. Can you remember how?" (praying, helping others, singing, being kind) ○ Add 1-2 of these to our display in a different colour Teacher modelling: "Watch me think... My mum is tired after work. I could tidy my toys without being asked. That's helpful! Can I wrap 'being helpful'? No! But it's a gift that would make her happy. Let's add it to our list." Task 2 - Independent Practice task– (I do) My Invisible Gift 1. Think about someone you love - it could be family, a friend, or someone at school 2. Choose an invisible gift you could give them from our class list (or your own idea): ○ Helping them ○ Being kind ○ Playing with them ○ Listening to them ○ Making them smile ○ Sharing with them ○ Giving them a hug 3. In the gift box, draw a picture showing you giving this invisible gift to someone 4. Complete the sentences: ○ "My invisible gift is: _____" ○ "I will give it to: _____" ○ "This will make them feel: _____" 5. Decorate the border of your gift box with patterns or heart Support: Picture word bank of invisible gifts, sentence frames with visual cues, drawing prompt cards showing examples (two children playing, child helping parent, etc.), adult scribe for writing, choice of 3 pre-selected invisible gifts Extension: Write about a time when someone gave YOU an invisible gift. How did it make you feel? Draw and write about TWO different invisible gifts you could give to different people. Explain why you think invisible gifts are special. <td></td> <td> include more/fewer) Class reflection - hands up: ○ "Who chose to give someone 'help' as their gift?" ○ "Who chose 'kindness'?" ○ "Who chose 'time' or 'playing together'?" ○ "Who chose something else?" ○ Celebrate: "Wow! So many different invisible gifts we can give!" </td>		include more/fewer) Class reflection - hands up: ○ "Who chose to give someone 'help' as their gift?" ○ "Who chose 'kindness'?" ○ "Who chose 'time' or 'playing together'?" ○ "Who chose something else?" ○ Celebrate: "Wow! So many different invisible gifts we can give!"
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Session 5 Enquiry question: What is the Christian belief that Jesus is God's gift to the world? Retrieval Practise Long Term Retrieval What did Jesus teach people? (Autumn 1 – session 5) Teaching Flower - Draw flower with 4-5 petals. Write one teaching in each petal (love, help, kind, forgive, pray). Teacher models.	 Christianity  Christians  Jesus  God  gifts	Recognise features of religious life and practice.	Connected Learning Recap last session of when we looked at who we love and how we show them we love them. Think, pair, share. New Learning Babies are born every day. Why do you think Christians remember the birth of a baby boy 2000 years ago? Why is the birth of Jesus so important for Christians? Invite children to share their ideas. Explain that Christians believe Jesus is the Son of God and that God gave him as a gift to the world. What do you think this might mean? Children to think, pair, share their ideas and then list their responses as a full class. Go through the responses from Christians about what they believe Jesus brings to the world and why they celebrate the gift of God's son coming into the world at Christmas time. What are you planning on giving the people you love at Christmas this year? Have you got any ideas for presents? What presents would you like to receive? Children to discuss questions with a partner. Task 1 - Guided Practise task (We do) Understanding "Jesus - God's Gift to the World" Start with a question to the class: "Lots of babies are born every day. Why do Christians still remember and celebrate one baby born 2000 years ago?" - Take 2-3 responses Introduce the key Christian belief together: - Show the large gift box: "Christians believe that Jesus was a very special gift." "Who do Christians believe gave this gift?" (God) "Who was the gift for?" (The world/everyone/all people) - Place picture of baby Jesus in/on the gift box Explore together what this means: "But Jesus isn't like a toy or a jumper. What kind of gift is Jesus?" - Together, look at the word/picture cards - Discuss each one as a class: "Christians believe Jesus brought LOVE to the world - he showed people how to love each other" "Christians believe Jesus brought HOPE - he gave people hope for a better life" "Christians believe Jesus brought LIGHT - he helped people see the right way to live" - Continue with kindness, forgiveness, peace, helping others We'll sort and attach the cards around our gift box: "These are all the gifts Christians believe Jesus brought to the world" "Which of these gifts can you wrap up? None of them! They're all invisible gifts!" Make the connection: "This is why Christians celebrate Christmas - not just because a baby was born, but because they believe God sent Jesus to bring all these special gifts to the world" Teacher modelling: "Let me think about this... If Jesus brought 'love' to the world, what does that mean? It means he taught people how to love each other and showed them love through his actions. That's a very special gift! Let's add 'love' to our display."	Large gift box (drawn or real), labels/cards with words and pictures (love, hope, kindness, forgiveness, light, helping others, peace), picture of baby Jesus, picture/symbol representing God Worksheet with large gift box outline, space divided into sections, colouring materials, word bank with pictures	The Gift Box Reveal and Reflection Gather on the carpet - bring completed work to share Quick recap with actions: "Let's remember together! When I say a gift that Jesus brought, do the action:" - Love - hands on heart - Hope - hands reaching up - Peace - hands together calmly - Kindness - hands offering/giving gesture - Light - hands making a star shape - Call out 3-4 of these and children do the actions Share and celebrate (3-4 minutes): - Invite 4-5 children to show their work: "What gifts did you draw/write that Christians believe Jesus brought?" "Which one do you think is most important? Why?" - Class responds with thumbs up for each share True or False quiz - stand up/sit down: "Christians believe Jesus was born 2000 years ago" (TRUE - stand up) "Christians believe Jesus is just like any other baby" (FALSE - sit down) "Christians believe Jesus is God's gift to the world" (TRUE - stand up)
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		Task 2 - Independent Practice task– (I do) Jesus - A Special Gift At the top, complete the sentence: "Christians believe Jesus is God's gift to _____" (the world/everyone/all people) Inside or around the gift box, draw or write THREE things Christians believe Jesus brought to the world: - Choose from: love, hope, kindness, light, peace, forgiveness, helping others - You can draw pictures to show these (e.g., hearts for love, helping hands, sunshine for light) Colour and decorate your gift box to make it beautiful and special At the bottom, answer: "Why do Christians celebrate Jesus at Christmas?" - Sentence starter: "Christians celebrate because _____" Challenge: Draw a picture of how someone might show one of these gifts to others today Support: Pre-printed word bank with picture symbols to cut and stick, sentence frames completed with support, choice of 2-3 options rather than all, adult scribe, picture-only responses accepted Extension: Write a sentence explaining what TWO of the gifts mean (e.g., "Love means caring for other people" or "Hope means believing things will get better"). Compare Jesus as a gift to a present you might give - how is it similar? How is it different? Draw and label a nativity scene on the back showing when God's gift came to the world.		"Christians believe Jesus only brought toys and games" (FALSE - sit down) "Christians believe Jesus brought love, hope, and kindness" (TRUE - stand up)
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