Topic Planning Autumn 2 2018 LKS2
RE Christianity-Incarnation/God
KQ: What is the Trinity?

Week	Subject	Key Objectives	Tasks & Differentiation including Key Questions	Assessment/ Plenary	Resources
1	Christianity	LO: I can engage in the idea of Incarnation	**Whole class Teaching:** Ask chn what they have learnt about the Holy Trinity- can they explain the 3 parts well? Explain that today we are going to concentrate on the beginning part of the Holy trinity: The Son, Jesus. Make sure you have bibles to hand to read the passage John 1:1-14 **MAKING SENSE OF THE TEXT** • With the important words from Genesis displayed, turn to John's Gospel. Ask the class to listen as you read John 1:1–14 to them (don't worry if the class is confused! This is a difficult passage but it contains lots of ideas worth finding). Let the words wash over the class. Re-read, ask the class if they can spot any of the important words from Genesis – hands up when they hear one. What do they think this passage is about? • Return to your Bible, turn to Matthew, 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 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? Recap everything the class can remember about Christmas/the nativity: Mary, Joseph, Jesus, sheep, angels, wise men, shepherds, a stable, a star, and so on. • 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. • Talk about why Matthew and Luke seem to think Jesus' birth is the most important thing to start with. Ask why the class think John does not mention this. Someone might say that John *does* talk about Jesus' birth when the Word becomes flesh. Celebrate if they point this out! See if pupils can connect the text with the concepts of Incarnation and Trinity. • Display these phrases from John 1. Pupils choose one of these phrases, and design and make their 'Christmas according to John' Christmas card without sheep or donkeys!: **In the beginning was the Word/The light keeps shining in the dark/The true light was coming into the world/The Word became a human being and lived here with us/We saw his true glory.**	Reflection mirrors: What does John mean by the true light was coming into the world? (when Jesus was born he was seen as the true light)	Card template Felt pens Bible- enough for 2 on each table.

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- 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:
  - From 'O Little Town of Bethlehem': 'In your dark streets shineth the everlasting light'.
  - From 'Silent Night': 'Son of God, Love's pure light'.
  - From 'Once in Royal David's City': 'He came down to earth from heaven, who is God and Lord of all'.
  - From the Calypso Carol: 'Mary cradling the babe she bore: the Prince of Glory is his name'.
  - From 'Shine, Jesus, Shine': 'Send forth your word Lord, and let there be light.'

After exploring the songs also, ask chn to think carefully about what the words mean and then explain the task.

Group Task

Chn to design a Christmas card (no sheep or donkeys) but with the words, life, love, light and glory. They must show their understanding of the importance of the birth of Christ or the True Light coming into the world. Its important chn can express their understanding and then reflect on what card they have designed and why.

Who do Christian's worship?	What does the light symbolises in Christianity?	What does the word incarnation mean to Christians?

Extension Task

Topic Planning Autumn 2 2018 LKS2
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			Reflect on a time when they thought about the words in the Lord's Prayer-summarise this and explain what it means to them. Can they make connections with what they have learnt today about Incarnation (the act of being made flesh).		
Week	**Subject**	**Key Objectives**	**Tasks & Differentiation including Key Questions**	**Assessment / Plenary**	**Resources**
2	Christianity	LO – I can enquire into what Incar-nation means to Chris-tians.	**Whole class Teaching:** Recap with the chn what they learnt last week- why were the words in the gospels we explored important to incarnation? What does it mean to be incarnated? Explain the Jesus was incarnated as God's son and that Mary bore God's son. Incarnation means to be literally made of flesh. Exactly what God had done to provide Christians with a human body in Jesus?	Reflect mirrors- What doe incarnation mean to Christians?	Link for baptism R.E Questions on card Chn record answers to feedback next week.

Topic Planning Autumn 2 2018 LKS2
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			Group Task: Chn to learn more about Incarnation- after this arrange for a Christian visitor to be interviewed about their views on incarnation (I will ask Janice to come in beforehand). Prepare the questions from this script and ask each table to pick some to ask her. Chn to choose a scribe to take notes for the table. Go through the questions below and make sure they are prepared to ask her these. Take photos for books and explain that they must remember what she said for next week's lesson. • **Interview a minister about Incarnation and Holy Spirit:** Prepare questions for a visiting Christian (or email a minister, or use RE:ONLINE's 'email a believer' facility). • **Interview Part 1: Incarnation:** To enable pupils to explore the idea of Incarnation more deeply, use these questions and more created by pupils: 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? What do you do because of your beliefs? • If you can't get a visitor, email the questions to one, or get pupils to research the answers. • 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?		

Topic Planning Autumn 2 2018 LKS2
RE Christianity-Incarnation/God
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- 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.

- **Interview Part 2: the Holy Spirit:** Ask about belief in God the Spirit. Add to these questions: How does it feel to sense God's Spirit is with you or inside you? Does the Spirit help you to be calm, to be good, to be strong, to be loving – or what? St Paul says: 'There is one body and one Spirit, just as you were called to one hope when you were called; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all' (Ephesians 4:4–6). Find out what difference it makes to the visitor's church to believe this.

What is the trinity?	Who is incarnated and why?	What do Christians mean when they say God's Spirit is by over all, through all and in all?

Extension Task:
Ask chn to think about what other faiths and whether they have similar concepts such as incarnation? Encourage them to examine Buddhism.

Ellesmere C of E Primary Academy

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3	Christianity	LO – I can explore the Christian understanding of incarnation	**Whole class Teaching:** Recap their answers from Janice last week and model these on the board- Does this help them to understand the trinity/incarnation concept more? **Group Task**. Explain that today they are going to make a Trinity: so what? Booklet in their table groups to share with others. They final booklets will go on the RE display and be used to show at the nativity alongside some of the Apple/Twix artwork to represent the Holy Trinity. Make it a competition and explain that the best booklets will receive some dojos. **8-page booklets: 'Trinity: So What?'** Small groups record answers and ideas and use them to 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: What difference does it make to believe in God the Father, Jesus and the Holy Spirit?' These will be welcomed at a local church!	Reflection Mirrors: What have you learnt about the trinity, explain?	Card and pens to make booklets for the RE working wall display

Topic Planning Autumn 2 2018 LKS2
RE Christianity-Incarnation/God
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Use this to recap if need be.

WHAT IS THE TRINITY?

Christians believe that God is Trinity: God as three in one. This links to the concept of Incarnation, God coming to earth in Jesus, and the concept of Gospel – the good news of God's rescue plan for humanity. In the context of the 'big story' of the Bible, God is the same throughout, Christians argue, but in broad terms, the role of God the Creator and Father, Jesus the Son and Saviour and the Spirit – Comforter and power of God – come to the fore at different parts of the story (i.e. Old Testament, Gospels, early Church).

Many religions believe in one God: Jews, Muslims, Sikhs and Bahá'í also say, with Christians, that God is one. Belief in the Trinity, however, is distinctive to Christianity. The belief is accepted as a mystery of faith, but there is much theological reflection on what it means and why it matters. Don't worry if your pupils find it a hard concept – or if you do. So do archbishops!

For Christians, God in Trinity is not a 'high and mighty' or 'selfish' God, demanding that humans all bow and scrape. In Christian understanding, the invisible God is right here now, by the Spirit, they say, and is also revealed in human form through the life and teaching of Jesus. So the belief in Trinity is practical: Christians too try to make God's presence real in any situation – to make words into actions, and look for the Holy Spirit in all situations.

Another aspect of this belief in God in Trinity is that God can be seen in what God does. Many children in the 7-9 age range might ask what God looks like. Christians reply that they can see God in Jesus, but that God is invisible, so they know God through what God does. The Holy Spirit – like the wind – has invisible power.

The Bible does not use the word Trinity, but the belief that God is Father, Son and Holy Spirit arises from passages like the ones studied here. Christians use the Bible to try to understand what it says about God.

Who is the trinity?	What do they represent to Christians?	Why are they important to

Topic Planning Autumn 2 2018 LKS2
RE Christianity-Incarnation/God
KQ: What is the Trinity?

					Christians?		
			Extension Task: Chn can draw another symbol to represent the Trinity.				
Week	**Subjects**	**Key Objectives**	**Tasks & Differentiation including Key Questions**			**Assessment/ Plenary**	**Resources**
4	Christianity	LO – I can express the Christian understanding of the term 'The Trinity'	**Whole class Teaching:** Together look at the worksheet 1 and get chn to then complete their own ideas or words to describe the trinity in their books. After that go through the Kennings poem- explain what they are and how they can be written about each part of the trinity. Kenning is a short poetic line to say what something does. Chn are to create on card and decorate their own ones about each aspect of the trinity. See Worksheet 2.			Reflection Mirrors: Explain what your kenning poem represents.	Mirrors Card shaped as bookmarks Felt pens Worksheets 1 & 2
			Group Task: Chn to have 3 pieces of cards, shaped as bookmarks and create kennings poetry on them for each part of the holy trinity. Model this to get their creative juices flowing and encourage to use thesaurus, etc to support				

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Topic Planning Autumn 2 2018 LKS2
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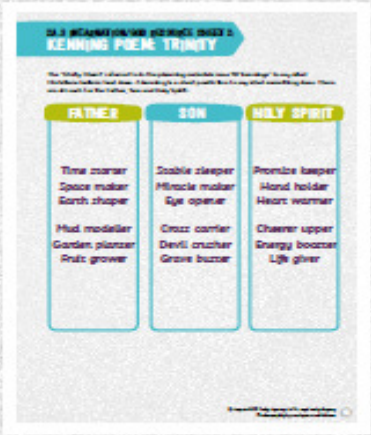
WORDS USED TO DESCRIBE THE PERSONS OF THE TRINITY IN THE BIBLE



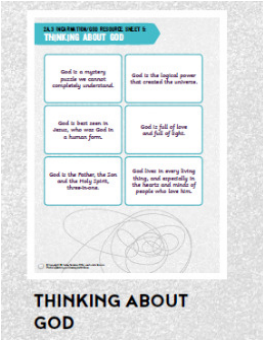
KENNING POEM: TRINITY

What words describe God the Father?	What words best describe the Son	What words describe the holy spirit?

Extension Task
Can chn create a kenning about Mary or John or the disciples?

Elveden C of E Primary Academy

Topic Planning Autumn 2 2018 LKS2
RE Christianity-Incarnation/God
KQ: What is the Trinity?

5	Christianity	LO – I can evaluate my understanding of Incarnation/Trnity	Whole Class Teaching: Explain that now we have learnt about the Trinity and incarnation tell them that you want them to think about the ideas of God, recap the trinity and what it means and how God as a whole can be seen. It's important they express their own ideas with clarity. Give them six large flash cards of the worksheet 5. In groups, ask chn to rank these in order of importance, from the most to the least, have a discussion as to their answers. Explain that there's no right or wrong answer, it's their own opinions about God. Chn write their ideas on their post stick and add to tables list. Chn then have to think about which statement they feel is most important to a Christian person and why.  	Instead of Reflection mirrors, chn use the sentences stems to write their reflections on the topic.	Worksheet 5
			Group task: Chn then pick the one that they think is most important to Christians and write it up in books- can they then draw an image or sketch something to represent it? A nice piece of reflective artwork to finish off-they must have sentences and meaning underneath!		
			Whole class reflection: What have you learnt about Christianity this term? Have you linked any of these ideas to any other faiths? If so how? Get chn to write down any connections they see between other faiths and stick in their books.		