

Year: 1

Term: Autumn 2

Intended learning outcomes:

Children will be able to:

Step 1 talk about their own responses to *journey's end* in their experience

Step 2 identify how different *journey's ends* relate to their lives

Step 3 identify and talk about different *journeys' ends*

Step 4 recognise the *journey's end* of the characters in the Christmas birth narratives

Step 5 talk about the importance of the *journeys' end* to Christians.

Informed by end of Year 1 age-related expectations

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 draw and annotate pictures
- 2 discuss their feelings about different *endings to journeys*
- 3 discuss the meaning of a *journey's end* (Baboushka)
- 4 create concept lines for the three stories
- 5 role play and discuss responses.

Theme/Unit: *Nativity journeys*

Key concept: *Journey's end*

Sequence of activities:

Step 1 – Communicate

Teacher describes a journey she/he has made where something wonderful was at the journey's end. As a class, pupils consider and discuss journeys they have made when something good is at a journey's end (eg: *when I go and see my gran, she gives me a cake*). Pupils act out some of these. They then draw and annotate their experiences.

Step 2 – Apply

Question: *When are journeys exciting? Worrying? What happens if we get lost? Grandma was out, the plane was delayed, it was raining, you had to have a tooth out? Is there always something good at a journey's end? How does this affect our feelings?* Discuss.

Step 3 – Enquire

Why are journeys important? Why is the end of a journey important? Tell the story of Baboushka. *What happened at her journey's end? What feelings did she have?*

Step 4 – Contextualise

Why is the nativity journey's end important to Christians?

Tell the three stories: *Mary and Joseph to Bethlehem, The shepherds and The Magi.*

Role play the three scenarios.

Make concept lines:

- Mary and Joseph – Start journey in Nazareth – can't find room – find room – have baby
- shepherds in fields – afraid of angels – decide to visit Jesus – see Jesus
- the Magi – follow star – get lost – follow star again – find Jesus.

Compare concept lines: *What is important? What are the feelings at the journey's end? How do Christians remember the journey's end?* Discuss.

Step 5 – Evaluate

Is there a pattern to the nativity journey's end? Why are Christians happy at the endings? Why is Jesus being the focus of the journey's end, important to Christians? How would Christians feel if the manger was empty – no baby Jesus? Discuss. Role play the journeys and finding no baby Jesus. *How do they feel?*

Resources:

- story of Baboushka (eg: by Scholy, ISBN: 978-0745944562)
- stories of the nativity journeys
- concept line: blank smiley faces.

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: having a sense of enjoyment and fascination in learning about themselves, others and the world around them. Using imagination and creativity in their learning.

Moral: developing an ability to understand and appreciate the viewpoints of others.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Cross-curricular links:

Drama

Opportunities for role playing scenarios with different *journeys' ends* and the *Nativity journey's end*. Role playing the characters from the *Nativity story* and considering their feelings at the *journey's end*.

Literacy

Discussing the meaning of a *journey's end* from the *Baboushka story*. Creating concept lines for the three stories. Writing about the meaning of the *journey's end* for the characters in the story.