

## Progression Grids for Teaching Easter and Christmas

	Teaching and learning activity suggestions	So that they might be able to...	And work at levels...
<b>4-5 year olds</b>	<b>Three interesting artefacts</b> <ul style="list-style-type: none"> <li>After hearing the stories of Jesus from Holy Week and Easter pupils see, hear about and handle three Christian artefacts – a palm cross, a crucifix and an empty cross.</li> <li>They talk about which one is the ‘odd one out’ (any of the three could be for different reasons).</li> </ul>	<b>Recall</b> the story and say what they think about some objects linked to Holy Week and Easter.	<b>Level 1 / Early Learning Goals</b> <ul style="list-style-type: none"> <li>I can remember and talk about three things about the Easter story.</li> </ul>
<b>5-6 year olds</b>	<b>Bread, wine, buns and gardens</b> <ul style="list-style-type: none"> <li>Children explore the symbols of bread and wine, hot cross buns and an Easter Garden.</li> <li>They draw lines of connection on labeled diagrams (as in literacy – ‘labels lists and captions’) to connect the symbols, parts of the story and suggested meanings.</li> </ul>	<b>Connect</b> a symbol with a part of the story or a memory. Identify a meaning in a symbol.	<b>Level 2</b> <ul style="list-style-type: none"> <li>I can identify some features of Easter and suggest meanings in the religious story.</li> </ul>
<b>6-7 year olds</b>	<b>Feelings from the story</b> From the story of Holy Week and Easter children think / pair / share two moments that go with particular feelings <ul style="list-style-type: none"> <li>two happy moments</li> <li>two puzzling moments</li> <li>two sad moments</li> <li>two moments of strength for Jesus (there are good SEAL links here).</li> </ul>	<b>Say</b> which of the two moments is happier, more puzzling and so on. <b>Link</b> their own emotions to the emotions of the story.	<b>Level 2</b> <ul style="list-style-type: none"> <li>I can identify meanings in the story and respond sensitively to questions about feelings and experiences.</li> </ul>
<b>7-8 year olds</b>	<b>Six emotions of mine</b> <ul style="list-style-type: none"> <li>Before listening to the story of Holy Week and Easter children give 6 examples of when they were excited, worried, puzzled, cross, very upset and hopeful. They link their emotions to the disciples’ emotions in the stories.</li> </ul> They begin to connect the emotions of the story with their own stories of life.	<b>Express</b> their ideas about the emotions of Good Friday and Easter Sunday in designs and captions for two greetings cards.	<b>Level 3</b> I can make links between my own attitudes and the disciples’ feelings in the stories of Holy week and Easter, thinking for myself.
<b>8-9 year olds</b>	<b>Text / Art / Music</b> <ul style="list-style-type: none"> <li>Compare short extracts of Bible texts with some of the art work and / or music that Christians use at Easter. How have the artists used the texts or the story?</li> <li>Make a song or a work of art of their own from one verse of the Bible story. How are they using the texts?</li> </ul>	<b>Link up</b> different forms of spiritual expression (text, music, art) and make links to their own responses to the story.	<b>Level 3</b> <ul style="list-style-type: none"> <li>I can connect the ways Christians express their ideas about holy Week and Easter with some ideas of my own</li> </ul>

<p><b>9-10 year olds</b></p>	<p><b>What matters at Easter Today?</b></p> <ul style="list-style-type: none"> <li>Investigate Holy Week and Easter in a local Christian community, making a list of 'Ten Important Parts of the Festival'. Rank the list, saying what matters most to Christians in Easter celebrations.</li> <li>Make a list of ten things that matter in their own family life, and compare.</li> </ul>	<p><b>Develop</b> their skills and understanding through thinking skills and investigations of their own, comparing reasons for what matters.</p>	<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>I can show I understand the sources of Easter celebration, and their practices, and apply ideas about celebration to my own life.</li> </ul>
<p><b>10-11 year olds</b></p>	<p><b>Eucharist: Remembering Jesus Worldwide</b></p> <p>Pupils enquire into the practice of Eucharist / Holy Communion in a modern Christian community. They might ask:</p> <ul style="list-style-type: none"> <li>Why do Christians in hundreds of countries use wine and bread to remind them of Jesus?</li> <li>What music, art and words do they use, and why?</li> </ul> <p>The focus on remembering Jesus leads to a consideration of what memories are most important, and why.</p>	<p><b>Explain</b> some ways that Eucharist relates to Jesus' last supper, and consider the significance of bread and wine, relating this to their own ideas about remembrance.</p>	<p><b>Level 5</b></p> <ul style="list-style-type: none"> <li>I can explain clearly connections between modern Christian worship and ancient story, and express my views about a spiritual question such as 'What should always be remembered?'</li> </ul>

	Teaching and learning activity: suggestions, often with a literacy link, never exclusive. There are loads of good ways to teach this topic	So that they might be able to...	Outcomes related to levels (in teacher – language, but can be translated to pupil – language) “I can...”
<b>4-5 year olds</b>	<b>Christmas as the Birthday of Jesus</b> <ul style="list-style-type: none"> <li>Who is Jesus? Use an image from a nativity set. Hide it in a feely bag? Question the children about the baby?</li> <li>Investigate some other people from the story in the same way. How did they feel? Why were they there?</li> <li>Share the story of The birth of Jesus from a suitable book or film presentation</li> <li>Relate the reaction to the birth of Jesus to what happens when a new baby is born in their house or the house of a relative</li> <li>Look at birthday cards what is being celebrated? Why?</li> </ul>	<b>Recall</b> the story of the birth of Jesus and say what they think about the feelings that some people had about his birth.	<b>Level 1/Early learning goals</b>  I can remember and talk about three things in the story of the birth of Jesus  I can talk about the feelings that different people have when a baby is born
<b>5-6 year olds</b>	<b>Giftbringers</b> <ul style="list-style-type: none"> <li>Have a beautifully wrapped box with a mirror stuck inside. Children suggest what might be the greatest gift ever. Unwrap the box and let 1 or 2 children peep in. Talk about what gift each child has got within themselves</li> <li>Show the three wise men from the nativity set. Tell their part of the story. Investigate the meaning of the gifts</li> <li>What would be a suitable gift to bring to Jesus? Why?</li> </ul>	<b>Identify and suggest meanings for</b> the symbols in the narrative of the wise men visiting Jesus	<b>Level 1/2</b>  <b>Level 1: Talk about</b> what makes a good gift <b>Level 2: Suggest meanings for</b> the presents that the wise men gave Jesus
<b>6-7 year olds</b>	<b>Bringing the Good news</b> <ul style="list-style-type: none"> <li>Share the story of the angels bringing good news to the shepherds. What is the good news of Christmas today? How would the shepherds have felt?</li> <li>Children act out the story and freeze frame key moments</li> <li>Create a good news newspaper front page about this part of the narrative</li> <li>Write the words of the message that the angel could have delivered</li> </ul>	<b>Say</b> which are the most significant moments of the story	<b>Level 2</b> I can identify meaning in the story and respond sensitively to questions about feelings and experiences

<p><b>7-8 year olds</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Discuss the way light is used to discuss feelings eg beaming smile or a person lights up the room or guiding light or seen the light.</li> <li>• Use a piece of art such as Holman Hunt: Light of the world. Ask pupils a series of questions eg who is this? What do you see in the picture. Give them sentence stems to respond to eg The message for Christians is... I think Jesus was called the light of the world because...</li> <li>• How do children and other artists use effects to show that angels and Jesus are significant? Who else sometimes gets shown in this way?</li> <li>• Ask children to consider who their guiding lights are</li> </ul>	<p><b>Express their ideas about the meaning of light in the narrative of Jesus birth</b></p>	<p><b>Level 3</b></p> <p>Look for meanings in the use of light in the Christmas narrative linking this to Jesus being called the light of the world</p>
<p><b>8-9 year olds</b></p>	<p><b>Journeys- Mary's milestones</b></p> <ul style="list-style-type: none"> <li>• Introduce Mary as the mother of Jesus and the encounter at the annunciation with the angel Gabriel. Investigate the 4 journeys that Mary takes after this; to her cousin Elizabeth, to Bethlehem, the flight to Egypt and the journey back to Nazareth.</li> <li>• Map the journeys, capture Mary's feeling at a significant moments on each journey with speech bubbles.</li> <li>• Children work in groups to act out one of the journeys. Decide the key moment, freeze frame it, photograph it and add speech bubbles to the photo</li> </ul>	<p><b>Express their ideas about the emotions of Mary on the different journeys .</b></p>	<p><b>Level 3</b></p> <p>Describe the role of Mary in the Christmas narrative and make links between the way in which Mary is remembered today</p>
<p><b>9-10 year olds</b></p>	<p><b>Peace at Christmas</b></p> <ul style="list-style-type: none"> <li>• Arrange a series of artefacts and images that express peace, play music and then ask children to come with a word that connects the objects. Bring out the two elements of peace; external- no war, no arguing, peace with God; internal-forgiveness, harmony etc</li> <li>• Use the peace prayer of St Francis and show the contrasts through dance or mime or on a reflective writing frame show their understanding of these contrasts in their life</li> <li>• Share the story of Brother Roger and the setting up of Taize. Make a Christmas peace cross.</li> </ul>	<p><b>Develop their understanding of one of the messages of Christmas and identify the place of peace and its opposites in their own lives.</b></p>	<p><b>Level 4</b></p> <p>Show that I understand the importance of the idea of peace within Christianity.</p> <p>Describe the impact of the importance of the message of peace on Christian practice.</p>

<b>10-11 year olds</b>	<b>Incarnation- God becoming human</b> <ul style="list-style-type: none"><li>• Use a spiritual art work such as Fernando Ariztzi's 'Incarnation'. Discuss the portrayal of God's hand? How would you subtitle this work? Why is Jesus portrayed as a black person? The artist describes Jesus as a gift to the world- anytime, anyplace. What does he mean? Is he?</li><li>• Write to your local church explaining why they should have this artwork as a focus</li><li>• Create your own art work called Incarnation, God with us, Jesus came down, seeing the truth or the real meaning of Christmas.</li></ul>	<b>Explain some ways</b> that artists try to express the birth of Jesus through their work.	<b>Level 4/5</b> <b>Level 4:</b> Apply my own ideas of the Christmas story to choosing a suitable piece of art to display in a church <b>Level 5:</b> I can explain clearly connections between art work depicting the birth of Jesus and the meaning of this story for Christians
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