**Year 6**

**ADVENT/CHRISTMAS – LOVING**

Teacher’s page

**EXPLORE**

Gifts, given and received, are a sign and expression of love.

* Which of the gifts you have received do you treasure most?
* Why do you treasure them?
* When have you experienced someone giving of themselves to you?
* Reflect on times in your life when you give of yourself to others?
* How does this feel?

**REVEAL**

Advent is a time when we appreciate the love in our lives and prepare to celebrate love becoming a reality in the person of Jesus. Christians at Christmas celebrate the gift of Jesus, given by God as a sign and expression of God’s love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the gift of Jesus.

**Word of God**

“This is what love is: it is not that we have loved God, but that he loved us and sent his Son to be the means by which our sins are forgiven. Dear friends, if this is how God loved us, then we should love one another. No one has ever seen God, but if we love one another, God lives in union with us, and his love is made perfect in us.”

*(1 John 4: 10-12)*

**Catechism of the Catholic Church**

“Christ’s whole earthly life – his words and deeds, his silences and sufferings, indeed his manner of being and speaking – is *Revelation* of the Father. Jesus can say: ‘Whoever has seen me has seen the Father’, and the Father can say: ‘This is my Son, my Chosen; listen to him!’ Because our Lord became man in order to do his Father’s will, even the least characteristics of his mysteries manifest ‘God’s love ... among us.” *(CCC516)*

* In what ways are you aware of how others are affected by your giving?

**RESPOND**

* How do the children and staff experience Jesus in the daily events of the school?
* How do you give the children experience of being valued and of valuing others?

**Prayer and Reflection**

*Today a Saviour is born!*

*In the stillness of the night God enters human history*

*through the birth of his only Son.*

*He is our peace and hope.*

*In him we praise God for his*

*goodness to us in giving us so great a gift. Amen.*

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| **TEACHERS’ NOTES** |  | |
| Christians celebrate the birth of Jesus, given by God as a sign and expression of God’s love. Giving and receiving reflects the truth that all life is given by God and life is given meaning through the birth of Jesus. Advent is a time of joyful expectation, as we prepare to receive Jesus into our lives and to share this gift with others at Christmas and throughout the year.  **Scripture:** John 14:9-10 J*esus said to him, ‘Have I been with you all this time, Philip, and you still do not know me? Whoever has seen me has seen the Father. How can you say, ‘Show us the Father? Do you not believe that I am* *in the Father and the Father is in me? The words that I say to you I do not speak on my own; but the Father who dwells in me does his works.’*  **Catechism of the Catholic Church 516:** Christ’s whole earthly life – his words and deeds, his silences and sufferings, indeed his manner of being and speaking – is Revelation of the Father. Jesus can say: ‘Whoever has seen me has seen the Father’, and the Father can say: ‘This is my Son my Chosen; listen to him!’ Because Our Lord became man in order to do his Father’s will, even the least characteristics of his mysteries manifest God’s love ... among us.’ | | |
| **ABOUT THE TOPIC** |  | |
| **Prior learning:** Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the Promised One, at Christmas and at the end of time  **This Topic: learning outcomes**  Know and understand:  • The meaning of expectation **– Explore**  • Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus **– Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond** | | |
| **SCRIPTURE** | **TRADITION** | |
| John 1: 14-18  Mark 1: 1-5  Isaiah 35: 1-6, 9, 10 – *God’s Story 3* page 61  Isaiah 62: 11-12 – *God’s Story 3* page 65  1 Corinthians 1: 8-9, 1 Corinthians 16: 22  1 Corinthians 16: 13-14 | *Church’s Story 3* pages 88-91  Messiah  Emmanuel  Prophets, John the Baptist  Angelus | |
| **SOME QUESTIONS OF MEANING & PURPOSE** | **CORE VOCABULARY** | |
| What is the difference between *I wish for* and *I expect*?  Why is it good to have high expectations of yourself and others?  What is the role of patience in expectations? | Expectation, certainty, Advent, Christmas  Emmanuel, Annunciation, Angelus, Incarnation | |
| **RESOURCES** | **CROSS CURRICULAR LINKS** | |
| *Church’s Story 3*  *God’s Story 3*  Good News Bibles or NRSV  Advent wreath  Advent calendar from Mission Together or CAFOD | Literacy, Art, Music, RSE | |
| **COME & SEE WEBSITE** | **STANDARD INDICATORS** | |
| Links to Mission Together or CAFOD  Words of the Angelus  Links to art websites with pictures of the Annunciation, Visitation and the Angelus.  Scripture Resources Year 6 Topic 3 Expectations | **Learning about religion**  Beliefs, teaching & sources  Celebration and ritual  Social & moral practices & way of life  **Learning from religion**  Engagement with own & others’ beliefs & values  Engagement with questions of meaning | |
| **RE CURRICULUM DIRECTORY** | **LITURGICAL/PRAYERS LINKS** | **SONGS/ HYMNS TO SING** |
| **Area of Study 1:** Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God  **Area of Study 2:** What is the Church? Mission  **Area of Study 3:** Liturgy, prayer  **Area of Study 4:** The dignity of the human person,  the human community, love of God, love of neighbour | Angelus | *See John Burland Grid*  *Maranatha* Estelle White, *My God loves me, Come, O long-expected Jesus* |

**ADVENT/CHRISTMAS – LOVING: EXPECTATIONS – TOPIC OVERVIEW**

YEAR 6 - 4 WEEKS | Jesus, born to show God to the world

**EXPLORE**

The meaning of expectation

**STANDARD INDICATOR**

Some children will be able to **make links** to show how feelings and beliefs about expectations affect their behaviour and that of others.

Some children will be able to **compare** their own and other peoples’ ideas about questions about expectation that are difficult to answer.

Some children will be able to **show an understanding** of howtheir own and others’ decisions concerning expectations are informed by beliefs and values.

Some children will be able to **engage with and respond** to questions about expectation in the light of religious teaching.

**KEY WORDS**

expectation, certainty

**LEARNING INTENTION:** The meaning of expectation.

**CONTENT**

Talk about the difference between ‘I would like/wish for’ and ‘I expect’. What is the same and what is different?

What is the difference between: ‘*I would like/wish for a bike for my birthday’.*

And *‘I expect to get a bike for my birthday’.*

There is a lot of difference between ‘*I would like/wish for’* and *‘I expect’.* Suppose I am expecting visitors to arrive at my house for a party. I am not just wishing that they will come, I am expecting them to come and because of my expectation, I have made sure that there are enough food and party bags etc.

To expect something means that there is a strong possibility, even a certainty, that it is going to happen.

It is good to have high expectations of a person. It gives them confidence. However, expectations of yourself and others have to be realistic.

**Listen to this story:**

Grandad was in his shed at the bottom of the garden and Harry and Emma really loved

going to watch him make things. He was making a play house for the children.

‘I wish I was as clever as you,’ said Harry, ‘When we make anything in school I

am rubbish. Nothing turns out as I want it.’

‘Me too,’ joined in Emma, ‘I am useless at art and things like that.’

‘Well,’ responded Grandad, ‘I don’t think you two are rubbish or useless. You can help me, and then we shall see. I have great expectations of you both.’

Grandad showed Harry how to saw and glue and to make a small table and bed to go into the play house. He helped Emma to paint the outside of the house. They worked together all day. Harry and Emma concentrated really hard and asked Grandad for help when they were unsure. Eventually the play house was complete and ready for them to take home and play with.

‘I will bring it round to your house tomorrow when it is all dry,’ declared Grandad.

Next day, Grandad arrived with the play house. Grandma had made covers, rugs and curtains. Harry and Emma’s Mum and Dad were amazed and delighted. The children couldn’t believe their eyes. They were so excited.

‘That is wonderful!’ proclaimed Mum, ‘Grandad you are so clever.’

‘Not just me. This is the work of Harry and Emma. They are very good at making things. They are talented.’ replied Grandad. ‘I knew they were good and my expectations of them were fulfilled.’

Harry and Emma felt very proud and so did their parents.

**SOME KEY QUESTIONS**

* What do you wish for?
* What do you expect of yourself?
* Why is it good to have high expectations of others?
* What kind of expectations do people have of you and why?
* Why is it good to trust and believe in one another?
* What do you think of Grandad’s expectations of Harry and Emma?
* What happens if you let people down or others let you down?
* Which friend or adult never or rarely lets you down? Why do you think they can be relied on?
* Where do you think patience comes into expectations?

**SOME SUGGESTED ACTIVITIES**

* Prepare a short presentation (a song, a talk or a PowerPoint) about the importance of having high expectations of you and of others. Include the reasons why, showing the effect this has on others. Share this with the class, comparing expectations they have of themselves and others.
* Provide children with a range of scenarios from day to day life, e.g. completing some homework, preparing for an event. List the expectations they should have of themselves and what others, such as parents and teachers, expect.
* Design a questionnaire that will explore the expectations that others have of those around them. Ask family members, members of the school/parish community. Collate their findings and produce a class charter based on expectations of those around them.

**REFLECTION ON SIGNIFICANCE**

Gather round the display or focus. Have a quiet moment together to reflect on and appreciate the experience of the expectations you have of yourself, that others have of you and that you have of others. Take a moment to appreciate the opportunities that expectations can offer you.

**REVEAL**

Advent: a time of joyful expectation of Christmas,

the Word becoming a human person, Jesus

**CONTENT:** scripture – tradition – prayers

**STANDARD INDICATOR**

Some children will be able to **make links** between scripture of religious belief in Advent as a time of joyful expectation.

Some children will be able to **give reasons** for certain actions by believers as they wait in joyful expectation of Advent and Christmas.

Some children will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them.

Some children will be able to **show understanding** of how religious belief in Advent as a time of joyful expectation shapes lives.

**KEY WORDS**

Advent, Christmas, expectation, Incarnation, Emmanuel, Annunciation, Angelus

**RESOURCES**

* *Maranatha* by Estelle White
* Hymn book
* Advent Wreath
* Advent calendar from Mission Together or CAFOD

**TEACHING POINT**

Grace is God’s love, freely given. It is not earned.

**LEARNING FOCUS 1:** Advent: the time of expectation.

**CONTENT**

The word Advent means coming or arrival. It reminds us of the anticipation and expectation over hundreds of years by the people of Israel for their Messiah and Promised One – Emmanuel (God with us).

We wait in expectation of the coming of Jesus, God made human, God with us, because God is always faithful and loving and keeps promises.

Listen to 1 Cor 16: 13-14, which outlines the expectations for Christians in Advent.

*‘Be alert, stand firm in the faith, be courageous, be strong.*

*Let love be in all.’*

Listen to, sing and display the words of *Maranatha* Estelle White.

‘Maranatha’ is an Aramaic phrase meaning ‘Lord, come!’

Talk about the Advent wreath and Advent calendar from Mission Together or CAFOD and how they help Christians to prepare, in expectation, for coming of the Messiah, Jesus.

**SOME KEY QUESTIONS**

* What are the expectations upon Christians during this season of Advent?
* How are we expected to prepare for the coming of Jesus?
* What are the key messages from the hymn *Maranatha?*
* How can we apply these key messages in our lives?

**SOME SUGGESTED ACTIVITIES**

* Invite the children to explore the meaning of the words from Scripture, ‘*Be alert, stand firm in the faith, be courageous, be strong. Let love be in all.’* Create mind maps for each aspect, giving examples of how it is lived out within our daily lives.
* Having listened to and read the words of *Maranatha*, ask the children to explore the meaning and symbolism of the language within the hymn (e.g. like a sea without a shore) annotating the text accordingly. Use these annotations to create and develop their understanding of expectations in Advent.
* Using the meaning within the Scripture and the hymn, *Maranatha,* prepare ‘Advent Expectations’ of themselves during their journey through Advent. Record these as part of a class collage, perhaps in the form of an Advent wreath.
* In pairs or small groups, ask the children to write an additional verse for the hymn *Maranatha* to further explore the expectations on us and others during Advent.

**LEARNING FOCUS 2:** The prophet’s expectation of the Messiah.

**CONTENT**

Advent is a time of expectation. As Christians, the prophet’s expectation of the Messiah is foremost in our minds.

*God’s Story 3* page 61 Isaiah 35: 9-10 *Let the whole world be glad*. The reading reminds us of the expectations we have of the Messiah’s coming and the effect this will have on us.

Read *God’s Story 3* page Isaiah 62: 11-12 *God is coming.* In this reading, we are reminded of what God has done for us and the expectations that have been placed upon us as ‘God’s Holy People’.

**SOME KEY QUESTIONS**

*God’s Story 3* page 61 Isaiah 35: 9-10

* How do the words of the prophet make you feel?
* What does the prophet say that people will be expected to feel, say and do?
* What advice are we given by the prophet?
* In what ways do you think we could ‘live out’ the words of the prophet in our own lives?

*God’s Story 3* page 65 Isaiah 62: 11-12

* What does the prophet say that we will be called?
* The prophet refers to us as being ‘The City’. What do you think this means?
* What expectations do you think are involved in being part of the ‘People of God’?

**SOME SUGGESTED ACTIVITIES**

* In pairs or small groups, design a PowerPoint presentation using text, sound and photographs which depicts and explores the prophet’s expectations within the readings and ways in which we can live these out in our day to day life.
* Produce a guide which outlines the expectations of the Messiah and how these can be lived out, including references to Scripture.
* Write a persuasive letter to Christians which outlines their own expectations of the coming of the Messiah. What expectations do the children want to prepare others for?
* Hold a class debate which encourages the children to explore both the burdens and the rewards of the prophet’s expectations of the Messiah for us.

**LEARNING FOCUS 3:** Mary’s expectation.

**CONTENT**

On March 25th, the Church celebrates the special feast of the Annunciation. It is a time to stop and remember that God became a human being Jesus – the Incarnation – and that Mary was his mother. That event continues to be remembered every day by the prayer called ‘the Angelus’. Angelus is the first word in Latin of this traditional prayer, it means ‘angel’. The prayer begins with recalling the Angel Gabriel’s greeting to Mary, telling her she is to be the mother of Jesus.

The prayer originally consisted of three Hail Marys prayed three times a day. Gradually a little more was added to the prayer to make explicit what it meant. Traditionally, it is prayed at six in the morning, at noon and at six in the evening. It helps people to remember the presence of God in their lives. In some countries, the Angelus bell rings out from churches at these times to remind people to pray.

Traditionally, on Sundays and other special days, the Pope leads the Angelus from his study window for the pilgrims who gather in St Peter’s square.

Display the words of the prayer and pray it together. Reflect upon its meaning.

**Leader:** The angel of the Lord declared unto Mary,

**Response:** And she conceived by the Holy Spirit.

**All:** Hail Mary...

**Leader:** Behold the handmaid of the Lord.

**Response:** Be it done unto me according to your Word.

**All:** Hail Mary...

**Leader:** And the Word was made flesh,

**Response:** And dwelt among us.

**All:** Hail Mary...

**Leader:** Let us pray…

Pour forth, we beseech you, O Lord, your grace into our hearts: that we to whom the Incarnation of Christ your Son was made known by the message of an angel, may, by his Passion and Cross, be brought to the glory of his Resurrection.

Through the same Christ Our Lord. Amen.

**SOME KEY QUESTIONS**

* What were the expectations placed upon Mary?
* How did Mary respond to these expectations?
* Find and discuss words/phrases that are unfamiliar to the children.
* Discuss the meaning and significance of these.
* Why is the Hail Mary repeated throughout? What is it reminding us of?

**SOME SUGGESTED ACTIVITIES**

* Write a diary extract from Mary’s perspective which outlines your expectations of bearing the Messiah and the range of emotions you are feeling on becoming the mother of Christ. Include how such expectations, emotions and faith help to shape your life.
* Study a range of artists’ impressions of the Annunciation, Visitation and the Angelus. Prepare a critique of these pictures which helps others understand the significance and relevance of what is happening. Include within this the range of feelings and experiences depicted, providing some insight as to how these images inspire religious faith and belief.
* In small groups, locate and discuss scripture passages in the Bible which explain further the events leading up to the birth of Jesus (The Annunciation/The Visitation). Using these readings, prepare a presentation which explores:

Mary’s expectations of bearing the Messiah, the expectations we have as Christians during this time of Advent, in light of what we have read.

* Write a poem about Mary, outlining her feelings of anticipation and expectation at becoming the Mother of Christ and what this means to us as Christians.

**LEARNING FOCUS 4:** The Word of God becomes the human person: Jesus.

**CONTENT**

At the beginning of John’s Gospel, he writes about Jesus as the Word who became a human person, the Incarnation. It is a mystery that God the Son became human and John tries to explain what it means.

*The Word became a human being and, full of grace and truth, lived among us. We saw his glory, the glory which he received as the Father’s only Son.*

*John spoke about him. He cried out, “This is the one I was talking about when I said, ‘He comes after me, but he is greater than I am, because he existed before I was born.”*

*Out of the fullness of his grace he has blessed us all, giving us one blessing after another. God gave the Law through Moses, but grace and truth came through Jesus Christ. No one has ever seen God. It is God the only Son, who is close to the Father’s heart who has made him known.*

John 1:14-18

**SOME KEY QUESTIONS**

* What did the Word become?
* What do you know about Jesus?
* What blessings has he given to us?
* Describe what ‘grace and truth’ mean to you?
* How do you/we prepare to commemorate this during Advent?

**SOME SUGGESTED ACTIVITIES**

* Prepare a booklet on ‘the Incarnation’. Using a range of scripture passages, describe and show understanding of Christian belief as that ‘the Word of God becomes the human person of Jesus’, linking this with relevant feelings and experiences.
* Prepare a two minute ‘slot’ for a radio programme entitled; ‘The Word became a human being’ – outlining what this means and the expectations upon Christians to live out this belief, particularly at this time of the year.

**LEARNING FOCUS 5:** John the Baptist’s expectation of Jesus.

**CONTENT**

Mark begins his Gospel in a different way from John. He refers to the Old Testament prophecy of Isaiah, which he applies to John the Baptist. In Mark’s Gospel it is John the Baptist who announces the expectation of the coming of Jesus, referring to the prophecy of Isaiah.

*This is the Good News about Jesus Christ, the Son of God. It began as the prophet Isaiah had written: God said, ‘I will send my messenger ahead of you to open the way for you.’ Someone is shouting in the desert, ‘Get the road ready for the Lord; make a straight path for him to travel!’*

*So, John appeared in the desert, baptising and preaching. ‘Turn away from your sins and be baptised, he told the people, and God will forgive your sins.’*

*Many people from the province of Judaea and the city of Jerusalem went out to hear John. They confessed their sins, and he baptized them in the Jordan River.*

Mark 1: 1-5

The people’s expectation began to rise. They wondered whether John was the Messiah, but he explained that he was not and that he was not even worthy enough to untie Jesus’ sandals (that means in preparation to wash his feet).

**SOME KEY QUESTIONS**

* How do we ‘get the road ready for the Lord’ during this time of Advent?
* What was John’s role? What did he do and say?
* What expectations did the people have?
* How were they to prepare for the Messiah?
* How might we prepare for the Lord’s coming?

**SOME SUGGESTED ACTIVITIES**

* Using related scripture sources (check the other Gospels for reference to John the Baptist) prepare a diary account from the perspective of John the Baptist, detailing what you did. Include your reasons for your words and actions.
* Hot-seat both John the Baptist and some of those who were baptised. What expectations of the Messiah do they have? Ensure that you find out the reasons for their actions as well as finding out what beliefs and values inspire and guide them.
* Using the words from John, *‘Get the road ready for the Lord; make a straight path for him to travel!’* design a set of guidelines for which will help them prepare for the coming of Jesus, as well as demonstrating and explaining the expectations upon them as followers of Jesus.

**LEARNING FOCUS 6:** Christ will come again.

**CONTENT**

Jesus Christ came to live among us in human form 2000 years ago. When he ascended into Heaven, he promised that he would come again, the Second Advent of Jesus Christ. The early Christians thought that he would come quite soon.

That is why Paul tells people to be ready. We do not know when Jesus Christ will come again, but we know he will, as he always keeps his promises. The advice to be prepared for

Jesus Christ’s coming can also apply to our meeting with him in Heaven when we die. Advent is another opportunity to be ready and waiting in expectation of meeting Jesus.

*He will keep you strong to the end, so that you will be blameless on the day of the coming of our Lord Jesus Christ. God, who has called you into fellowship with his Son Jesus Christ our Lord, is faithful.*

1 Cor 1: 8-9

Paul taught his followers to say, “Maranatha! O Lord, come!” (I Corinthians 16:22). (‘Maranatha’ is an Aramaic phrase meaning ‘Lord, come!’)

**SOME KEY QUESTIONS**

* Discuss 1 Cor. 1: 8-9 – what do these words mean to you?
* What do you think being ‘called into fellowship’ means?
* What did Paul teach his followers? Why do you think he said this?
* What are we expecting of at this time during Advent?
* We are invited to ‘watch and wait expectantly’. How might we do this in our daily lives?

**SOME SUGGESTED ACTIVITIES**

* In pairs or small groups, discuss some of the ways in which we ‘watch and wait expectantly’ during Advent. Using a range of religious sources develop a set of signposts which can be used to help others realise and understand the expectations we have on Christ’s return at the end of time. (Present as part of a whole school liturgy.)
* Christians are called into fellowship with Jesus. In groups choose one of the following; home, school, parish and wider community. Invite the children to describe and give reasons for the actions of Christians in these contexts.

**RESPOND**

Remembering, celebrating and responding to the experience of the

meaning of expectation and Advent, a time of joyful expectation of

Christmas, the Word becoming a human person, Jesus

**Remember**

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to experience of ‘Expectation’*.*

Using the display, children may be able to contribute to the following questions by use of

discussion, role-play, drama, art, cue cards etc.

**Ask the children if there is anything they wonder and ask questions about:**

* The difference between ‘I wish for’ and ‘I expect’.
* Why it is good to have high expectations of yourself and others.
* How they can wait joyfully in expectation.

**Provide the opportunity, possibly by one of the means above, for the children to remember**

* The meaning of Advent.
* The prophecy of Isaiah concerning the expectation of the Messiah.
* The Annunciation.
* The Angelus.
* An understanding of the meaning of the Incarnation.
* Jesus as the *Word* in John’s Gospel.
* John the Baptist’s expectation of Jesus.
* Christ will come again.

**Rejoice**

Remember to plan an end of topic class celebration. (*Download the Rejoice and Gather Form from the Come and See website.*)

**Renew**

The teacher helps each child to make an individual response to what they have understood and celebrated from their own experience and the experience of the Church community.

**Apply their learning**

What are my expectations for celebrating Christmas well?

**Some suggested ideas**

After a time of quiet reflection and prayer:

* Create a Christmas card which conveys the real meaning of this special time. In it write three things which they will promise they will do to show their love and care for others, in the true spirit of the season.

**Teacher evaluation**

This is ongoing and will inform future teaching and learning, which will include assessment

for learning.

**STANDARD SUMMARY**

Some children will be able to **make links** to show how feelings and beliefs about expectations affect their behaviour and that of others.

Some children will be able to **compare** their own and other peoples’ ideas about questions about expectation that are difficult to answer.

Some children will be able to **make links** between scripture of religious belief in Advent as a time of joyful expectation.

Some children will be able to **give reasons** for certain actions by believers as they wait in joyful expectation of Advent and Christmas.

Some children will be able to **show an understanding** of howtheir own and others’ decisions concerning expectations are informed by beliefs and values.

Some children will be able to **engage with and respond** to questions about expectation in the light of religious teaching.

Some children will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them.

Some children will be able to **show understanding** of how religious belief in Advent as a time of joyful expectation shapes lives.

**CHURCH TEACHING**

This is an outline of the teaching of the Church covered in **EXPECTATIONS:**

* The liturgical season of Advent.
* Isaiah’s expectation of the Messiah.
* The Word in John’s Gospel.
* The Annunciation.
* The Incarnation.
* The Angelus.
* John the Baptist announces the coming of the Messiah.
* The second coming of Jesus Christ.