KS1 Autumn 1 Lead us not into temptation

Prior Learning	
This unit builds on learning in Unit 1.3 What a wonderful world and draws upon a basic understanding of how individuals operate within a community such as a school.	
Key Vocabulary for this unit	
Consequence, good, evil, fairness, moral choices, Adam and Eve, temptation	
Learning Sequence	
When do we have to make choices; what different choices might we make? What are our difficult choices?	Ask the children what choices they make every day – can split the choices into different categories e.g. actions, choices about what they say, what they eat, behaviour etc Show Powerpoint about choices in a school day from getting up, to going to school etc. Ask if any of the choices are more difficult than others? Why? How do we feel when we make the right choices?
What are temptations; how do we deal with them?	Discuss the meaning of the word 'temptation'. What sort of things are we tempted to do? How do we resist? Tell the story of Adam and Eve in the garden – and the Hindu temptation story about the man and the sack of coins. (It is a story of greed and temptation – discuss contentment with the children also)
How do we know what is right and wrong?	Who tells us what is right and wrong? Parents? Teachers? Government? What happens when we do something wrong? Discuss consequences.
What does it mean to be 'good'? What is the purpose of rules?	Discuss following rules, rules at home, at school, in life on the streets (green cross code etc) Tell the Christian story about the Ten commandments. Do the children agree that these are good rules for living? Do they already follow some of these rules?
Is it worth doing good things if nobody sees you? How might a faith member respond to this question?	How does doing something good make you feel? Does it matter if anyone has seen you or not? Tell the children about Jesus' teaching *(Matthew 6:1-4)* He says that **we should never do our giving in order to be seen by, and subsequently, to be praised by others**. In other words, we do not want to give because of what we might get from it—like others thinking more highly of us or paying us compliments, or to receive some special treatment because of our giving. Christians believe that it is enough for God to notice what they have done – not other people. Talk about 'showing off'- why is it not seen as a good thing?

Is it ever right to steal or tell lies? What do sacred books say about how to treat others?	Story of the good Samaritan –help the children act it out. How did the Samaritan treat the traveller? What words could we use to describe the Samaritan? What choice did the Samaritan make? Was it a good choice? How can we consider the needs of others in our community/neighbours?
Assessment milestones	
How do people decide what is right and wrong? - Talk about how people make choices - Talk to faith members about how they make moral choices - **What do individual faith stories say about the value of each individual?** - Retell faith stories about the value of each individual - Talk sensitively about people of different faiths - **What are the special rules and values that religious people follow?** - Make links between religious rules and values for living	**Enquiry:** consider • listening to a faith story such as the *Milk and the Jasmine Flower (Sikhi), The Garden of Eden, Jesus' Temptations, The Good Samaritan* • re-enacting a faith story about a moral dilemma – link to Talk for Writing • holding a community of enquiry (P4C) to raise questions about one of the faith stories • hot seating a character from The Good Samaritan and exploring the choices made • what faith stories teach faith members about moral choices • the words of the Christian Lord's Prayer and the line "Lead us not into temptation…." • how we can show responsibility and consider the needs of others and the wider community • revisiting the Golden Rule (Unit 1.1) and thinking about how it applies to our treatment of others • when is it "not fair"? • what two different faiths say about how we should treat each other and how we can live in communities that are just and fair

Prior Learning	
This unit builds on learning about festivals of light in the Foundation Stage	
Key vocabulary for this unit	
incarnation, gospel, Advent, nativity, festival, celebration	
Learning Sequence	
What signs tell us that Christmas is coming? How do we feel?	Discuss different senses and experiences leading up to Christmas (including season for us in the UK)– group into what we can hear, touch, smell, feel, taste etc. Work together in groups to list signs of Christmas under the above categories. What do we see in our schools/streets/shops/homes? What feelings do we get when we experience these things?
What do Christian families prepare for Christmas?	https://www.bbc.co.uk/programmes/p02mwyn6 https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas Watch the above two programmes describing how Christian families prepares for Christmas. Advent, countdown to Christmas, watching Nativity plays which tell the story of Jesus' birth, Christmas eve midnight mass, making cards, wrapping presents, decorating the Christmas tree. What do the children do in their homes? (Speaking&Listening time) Focus on advent as the counting down to Chrsitmas – https://www.bbc.co.uk/newsround/42182268 https://www.twinkl.co.uk/resource/t-t-2544933-ks1-advent-powerpoint Look at the above video and advent powerpoint to learn why this time of year and the lead up to it is important to Christians.
What do our senses tell us?	See above with 'signs'
What customs are associated with various parts of the Christmas story?	Read the Christmas story together. Discuss which parts might be associated with what we all do now at Christmas time. Giving gifts, raising money for the poor, gathering family together, Travelling across the country, putting a star on the Christmas tree.

Why is the Christmas story 'good news' for Christians?	It reminds them that: Jesus, the Son of God, came to Earth for all people, symbolised through the visits of the wise men and the shepherds. *The shepherds found Jesus as they were told and spread the Good News to others (Read story of the shepherds to the children and ask some of the children to act it out as it is read)*
What is the 'good news' of Christmas for everyone?	Ask the children what they think the good news of Christmas is for everyone in the world. Spreading happiness through visiting relatives and friends, giving gifts, sharing a nice meal, Briefly look at how other countries celebrate Christmas.
What does 'incarnation' mean?	Use the 'Twinkl' incarnation powerpoint to explain Jesus and his relationship to God. Children think about that people can be lots of things all at once e.g. brother, sister, footballer, musician and it helps us to understand them better as people knowing all of these different 'attributes' What other things are they? What should we know about you to know you better? Jesus is just the same – he is human and God at the same time.

Assessment milestones

Exploring & Learning Outcomes	**Enquiry: consider**
Which festivals are important to faith members? name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals What stories are told at different religious festivals? suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals	**Year 1** • the story of the nativity • what happens at Christmas (sending cards, buying presents) • using the senses to explore Christmas - sights (Advent calendars and candles, Christingles, tree decorations, wreaths) - sounds (bells, Christmas music) - tastes (different types of food) - touch (wrapped presents) - smells (incense and spices, food) • how Christian and non-Christian families prepare for Christmas both at home and at church • traditional festive celebrations **Year 2** • the shepherds hearing the news from the angels • the wise men (Magi) and their gifts: gold for Jesus as king, frankincense for Jesus as one who comes as a priest from God to mankind, myrrh as a foretelling of Jesus' death • what would be a suitable gift for Jesus