

# In God's Name

A Resource for Religious Education in Catholic Primary Schools

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## EYFS

'Advent to Christmas'

### RED Branch 2 - Prophecy to Promise

Autumn 2

This resource is intended as the second resource for the Autumn Term. It teaches all the content mandated for the EYFS in Branch 2 with its focus on the Gospel of Luke, and so this content could be taught every year. However, if schools wish to synchronise with the rest of the school during Year A (the Gospel of Matthew) and Year B (the Gospel of Mark) alternative content has been provided at the end of the resource. Simply swap any reference to Luke with its equivalent in Matthew or Mark, as indicated.

Schools are reminded that this framework is an exemplar resource that models the linear teaching of content taken from the RED. As always, you are expected to engage with the suggestions this resource contains, make choices and adapt and apply the activities to suit your own school situation.

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<sup>1</sup> I need to acknowledge and give credit to the wonderful EYFS colleagues who helped to finish this: Louise Ahmet, Lorna Fenwick, Sean Murphy, Jemma Ayton and Louise McAndrew. Thank you!!!

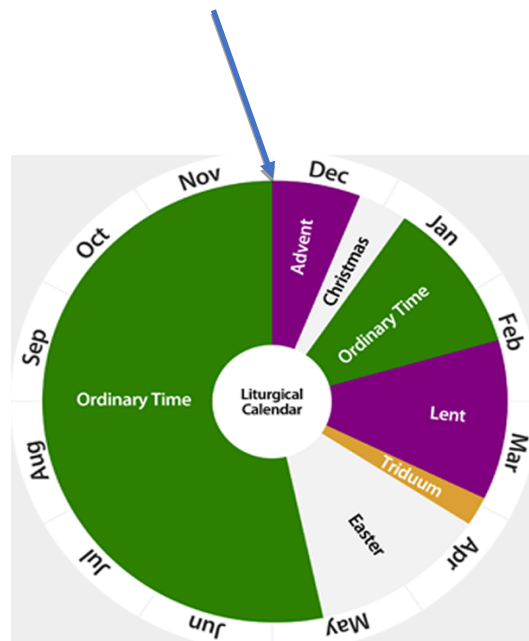
# From Advent to Christmas

## In a nutshell!

### The content areas:

- Advent (Celebrate Lens)
- The Annunciation (Hear Lens)
- The birth of Jesus (Hear Lens)
- How other people celebrate Christmas (Live Lens)

We are at the beginning of the Liturgical year!



Catholics believe (Believe Lens) that God came into the world in and at the birth of Jesus. This belief is called the incarnation. Matthew and Luke both tell of the birth of Jesus – very differently from each other – but, importantly, they both agree on the identity of Jesus, evidenced in Jesus' (Jesus means 'to save' and in the titles both authors use: Messiah, Son of God.

The Season of Christmas is preceded by the Season of Advent, a waiting time of preparation and anticipation.

## KEY INFORMATION for TEACHERS

### The Scripture Passages

This branch has two scripture passages for study. They both come from the Gospel of Luke.

### The annunciation to Mary Lk 1:26 - 38

<sup>26</sup> In the sixth month the angel Gabriel was sent by God to a town in Galilee called Nazareth, <sup>27</sup> to a virgin engaged to a man whose name was Joseph, of the house of David. The virgin's name was Mary. <sup>28</sup> And he came to her and said, "Greetings, favored one! The Lord is with you."<sup>[b]</sup> <sup>29</sup> But she was much perplexed by his words and pondered what sort of greeting this might be.

<sup>30</sup> The angel said to her, "Do not be afraid, Mary, for you have found favor with God. <sup>31</sup> And now, you will conceive in your womb and bear a son, and you will name him Jesus. <sup>32</sup> He will be great and will be called the Son of the Most High, and the Lord God will give to him the throne of his ancestor David. <sup>33</sup> He will reign over the house of Jacob forever, and of his kingdom there will be no end."

<sup>34</sup> Mary said to the angel, "How can this be, since I am a virgin?" <sup>35</sup> The angel said to her, "The Holy Spirit will come upon you, and the power of the Most High will overshadow you; therefore the child to be born<sup>[d]</sup> will be holy; he will be called Son of God.

<sup>36</sup> And now, your relative Elizabeth in her old age has also conceived a son, and this is the sixth month for her who was said to be barren. <sup>37</sup> For nothing will be impossible with God." <sup>38</sup> Then Mary said, "Here am I, the servant of the Lord; let it be with me according to your word." Then the angel departed from her.

Replace with 'young'; 'young woman' etc.

## The Birth of Jesus Lk 2:4-20

In those days a decree went out from Caesar Augustus that all the world should be registered. This was the first registration and was taken while Quirinius was governor of Syria. All went to their own towns to be registered. Joseph also went from the town of Nazareth in Galilee to Judea, to the city of David called Bethlehem, because he was descended from the house and family of David. He went to be registered with Mary, to whom he was engaged and who was expecting a child. While they were there, the time came for her to deliver her child. And she gave birth to her firstborn son and wrapped him in bands of cloth and laid him in a manger, because there was no place in the guest room.

Now in that same region there were shepherds living in the fields, keeping watch over their flock by night. Then an angel of the Lord stood before them, and the glory of the Lord shone around them, and they were terrified. But the angel said to them, “Do not be afraid, for see, I am bringing you good news of great joy for all the people: to you is born this day in the city of David a Saviour, who is the Messiah, the Lord. This will be a sign for you: you will find a child wrapped in bands of cloth and lying in a manger.” And suddenly there was with the angel a multitude of the heavenly host, praising God and saying,

Glory to God in the highest heaven, and on earth peace among those whom he favours!”

When the angels had left them and gone into heaven, the shepherds said to one another, “Let us go now to Bethlehem and see this thing that has taken place, which the Lord has made known to us.” So they went with haste and found Mary and Joseph and the child lying in the manger. When they saw this, they made known what had been told them about this child, and all who heard it were amazed at what the shepherds told them, and Mary treasured all these words and pondered them in her heart. The shepherds returned, glorifying and praising God for all they had heard and seen, just as it had been told them.

### Further information:

During the celebration of Christmas, familiar images are recalled in hymns and Scripture about the birth of Jesus. In the minds of most people the appearance of herald angels, shepherds abiding in the fields, the star of Bethlehem, the Virgin Mary giving birth in a stable and the adoration of the Magi, have all been molded into one Christmas story.

In fact, the two infancy narratives provide distinct and at times contradictory stories of Jesus' birth. While most scholars would concede that there is very little in the infancy narratives that are historically accurate, these stories are important as they convey a crucial truth for Christians: that Jesus was the incarnation of God.

'The Gospels were written by men who were among the first to have the faith and wanted to share it with others. Having known in faith who Jesus is, they could see and make others see the traces of his mystery in all his earthly life. From the swaddling clothes of his birth to the vinegar of his Passion and the shroud of his Resurrection, everything in Jesus' life was a sign of his mystery. His deeds, miracles and words all revealed that "in him the whole fullness of deity dwells bodily." His humanity appeared as "sacrament", that is, the sign and instrument, of his divinity and of the salvation he brings: what was visible in his earthly life leads to the invisible mystery of his divine sonship and redemptive mission.' (*Catechism of the Catholic Church #515*).

Although we shall never be absolutely positive about the exact circumstances of Jesus' birth, we do know that about two thousand years ago, there was born in rural Palestine an extraordinary Jew who was to change profoundly the course of human history. For faithful Christians, Jesus Christ was the Incarnation of God the Father, and the central figure of the Christian story.

For further reading see the Diocese of Brisbane Catholic Education Office site:

<http://ri.bne.catholic.edu.au/ree/RE/CLT/Pages/AdventandChristmas.aspx>

## Focus Question 1: What is Advent? (Celebrate Lens)

The Church has a special *season* (time) to help us get ready for Christmas. It is a time of joyful waiting and anticipation as we look forward to what is going to happen! During Advent we remember people who waited for the birth of Jesus. These include Mary, Joseph, Elizabeth and Zechariah and John the Baptist.

### Key Information for Teachers: Celebrate

#### When do we celebrate Advent?

Advent is a period of four weeks that begins four Sundays before Christmas. The word “Advent” means ‘coming’ or ‘arrival’.

#### What colour do we use at Advent?

The liturgical colour for Advent is violet, the colour associated with penance (being sorry for wrong choices). However, because Advent is a time of joyful anticipation some Parishes use a lighter shade of violet to show the difference between Lent and Advent.

What does the word Advent mean?

#### What sort of things do we do during Advent?

During Advent we remember and make ourselves ready...with an excited ‘buzz’ about what is to come.

Prayer is important during Advent – both the Advent and Wreath are common Advent symbols.

#### Advent Wreath:

The circle of the Advent wreath is made from evergreen leaves. Circles do not have a beginning or an end and therefore the circle shape represents God’s unending love for us. The evergreen leaves symbolise growth and hope of unending life. Four candles are placed in the Advent Wreath (sometimes three of these are purple and the fourth one rose/pink to represent joy). The four candles mark the four weeks before Christmas, with one more candle lit each Sunday during Advent. Symbols of Advent help to remind us that we are people who wait in joy for love, hope and wonder to come into the world. The birth of Jesus is about love being born and knowing that God is with us.

#### Why is Advent important?

Advent is the time of waiting before Christmas. Advent asks us to be aware of, and celebrate, the 3 ‘comings’ of Christ: in *history* in the birth of Jesus, in *grace* as the Word is born within us in faith, and in *glory* at ‘the end of time’ as all creation is gathered into the Lord’s resurrection.

#### Who do we read about during Advent?

At Mass on each of the Sundays of Advent we hear about someone who has waited for Jesus: on the fourth Sunday of Advent we read Luke 1:39-45. Explain the symbolism of this.



RED Content CELEBRATE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We CELEBRATE Advent Wreath</b></p>	<p><i>Maranatha</i> means 'The Lord is coming!'</p> <p>At the start of each day begin with a 'waiting' prayer:</p> <p>As we work for you, <i>Come, Lord Jesus</i></p> <p>As we play for you, <i>Come, Lord Jesus</i></p> <p>As we rest for you, <i>Come, Lord Jesus</i></p> <p>As we pray for you, <i>Come, Lord Jesus</i></p> <p>As we wait for you, <i>Come, Lord Jesus</i></p>	<p>Make sure your prayer table and display have purple cloths and candles on them!</p> <p>Do anything at all in purple!</p> <p>-Purple water in water tray</p> <p>-Purple play dough</p> <p>-Purple items in the sand tray</p> <p>-Purple sand</p> <p>-Purple art materials/paint-mixing primary</p> <p>Make different shades of purple paint...Advent 'purple' should be lighter than dark Lent purple to recognise that it's a joyful time of waiting, not a sad one.</p>	<p><b>THEN:</b></p> <p><b>Make and explain an Advent wreath:</b></p> <p>Use natural materials (vines twisted into a circle; greenery, pinecones etc or in any other artistic way – eg. pupils trace around their hand on green paper and cut them out.</p> <p>Arrange them as leaves onto the classroom wall. Place candles appropriately. Label candles peace, hope, joy and love</p>	<p>Draw a large Advent Wreath in chalk on the outside area and have pupils stand in the shape - as the leaves and candles.</p> <p>Sing</p> <p>Fine motor-cutting out leaves/candles.</p> <p>Large gross motor circle games- reinforce circle shape- running around circles.</p>	<p>Talk about other waiting times: for school, for lunch, for holiday. Read picture story books about people who wait.</p> <p>Play waiting games/circle times- taking turns. (orchard games)</p> <p>Draw/paint their own advent wreaths.</p>	<p><b>START:</b></p> <p><b>Teach and use vocab:</b></p> <p><b>Advent means 'coming' or 'arrival'</b></p> <p><b>Talk to pupils about the traditions of Advent (use information above)</b></p> <p><b>Explicit teaching point- circle time</b></p>	<p>Form numbers/ make playdough numbers/find numbers hidden around the room to order.</p> <p>Make a class Christmas countdown calendar, each door to have a promise - read/write/act out.</p> <p>Put a large calendar on the wall and mark the special dates on it: Advent begins; the First, Second, Third, fourth Sunday of Advent; Christmas eve; Christmas day.</p> <p>Races- 1st,2nd,3rd- ordinal numbers</p>	<p>Explore Advent customs from around the world: see link below.</p>

Advent around the world: <https://www.teachingcatholickids.com/advent-around-the-world/>

## Focus Question 2: What does Luke say about the birth of Jesus? (Hear Lens)

Christmas celebrates the birth of God among us. Both Luke and Matthew have accounts of what happened – mostly they write to tell us who Jesus was, not what happened – so they tell different stories. Luke’s account of the birth of Jesus is probably the best well known, with Matthew’s visit of the wise men simply added on at the end.

### Key Information for Teachers:

#### **The annunciation to Mary Lk 1:26 – 38**

Luke explains that Mary is spoken to by an angel (a messenger from God) to say that she will have an extraordinary child. This passage has a narrative structure, with the problem begin that Mary is very young, and so not likely to have a child. However, just to show that God can do anything, her kinswoman (cousin) Elizabeth, is very old – and she is having a baby too. The passage will tell with concrete materials – use the term ‘young’ instead of virgin. Luke calls Mary a virgin, but in the original passage Luke is alluding to (Isaiah 7:14) the one expected to bring the messiah into the world is indeed, simply called, a young woman.

#### **The Birth of Jesus Lk 2:4-20**

A lovely passage to tell; clear characters and lots of dialogue and movement

#### **Characters:**

- Mary: Mary is a young Jewish woman, engaged to Joseph. Mary is rather poor.
- Joseph: Apart from being engaged to Mary, Joseph is not mentioned in Luke’s account of the birth of Jesus: Mary is the key character.
- Angels: Angels are messengers from God: they traverse the gap between heaven and earth. Luke uses the words of angels to speak for God – in the annunciation and to the shepherds.
- Shepherds: Shepherds were among the lower classes of society – that Luke says that Shepherds visit the baby is a sign that Jesus was born for all – not just the wealthy or religious.

#### **If you wish to add other passages as an extension. (eg Mary visits Elizabeth, or the birth of John the Baptist, son of Elizabeth and Zechariah.)**

- Elizabeth: Elizabeth is a righteous [faithful] Jewish lady, from the priestly family of Aaron [Aaron was Moses’ brother]. The tribe of Levi (their family Tribe) was in charge of the Temple in Jerusalem. Elizabeth is married to Zechariah.
- Zechariah: Zechariah was a Priest in the Temple. His job was to make sure the Temple rituals and prayers were carried out properly. He was a very faithful Jewish, man.
- John the Baptist is the ‘pointer’ to Jesus. As an adult he baptises Jesus but makes very clear that Jesus, not he, is the messiah or Christ.

All these people are ‘model’ Israelites. Faithful and righteous they have been waiting for the Messiah...and now he has arrived!





RED Content HEAR Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We HEAR</b></p> <p><b>The Annunciation</b> <i>Luke 1:26-31, 38</i></p> <p><b>Mary's baby was announced by the angel to Mary. Mary said yes to the angel. Mary's baby was Jesus.</b></p> <p><b>The Nativity</b> <i>Luke 2: 4-20</i> <b>Jesus was born in Bethlehem and visited by shepherds.</b></p>	<p>Find out what pupils' names mean. Stress the importance of using a person's name in showing respect for them.</p> <p>Circle time- Our name is unique to us. Sense of belonging - children to recognise and begin to write their name.</p>	<p>Make stencils of angels and shepherds for pupils to trace, print or decorate.</p> <p>Make Christmas wrapping paper: write themes, symbols and names for Jesus, from Luke.</p> <p>Make cards and wrap any small gift pupils make for their family in their paper.</p> <p>Role play Luke's story. Small world/children take on character roles</p> <p>Make angels out of paper plates</p>	<p>Retell Luke's story- story bag/puppet characters/small world.</p> <p>Talk about and sequence key events of Luke's story.</p> <p>Songs</p>	<p>Luke tells us that the family made a long journey to Bethlehem where Jesus was born. Mark Nazareth and Bethlehem on your outside space and walk, skip, run and hop from one place to the other.</p> <p>Dance- linked to school nativity</p>	<p><b>START:</b> <b>Explain that there are two stories of Jesus' birth in the Bible. You are going to learn Luke's story – in two parts: the announcement of the baby's arrival to Mary, and then, the birth of Jesus.</b></p> <p><b>Tell Luke 1:26-31, 38 (the annunciation) to pupils, using concrete materials if you can.</b></p> <p><b>THEN:</b> <b>Luke 2: 4-20 (birth and visit of shepherds)</b></p>	<p><b>THEN:</b> <b>Have pupils become familiar with Luke's story through their play: With concrete materials</b></p> <p><b>In role play</b></p> <p><b>In picture sequences</b></p> <p><b>Look in the resource for Phase 1 pupils for extension activities.</b></p>	<p>Have pupils trace and cut out shapes out of old Christmas cards. Try and use Luke cards only! (<b>No wise men!</b>)</p> <p>Mathematical vocabulary when retelling the story- positional and ordinal language- along, over, first, then, after.</p> <p>Large timeline of story events to add pictures over time.</p>	<p>Luke's passage and his mention of Jesus being placed in a manger (food bin) has contributed to the view that he was born in a stable. Look at and learn about houses in the 1st C to see that this is not the case! Animals were kept at the back of the house.</p>

Cartoon video of Luke: <https://www.youtube.com/watch?v=L5m2GE6DFeM>

House and stable: <https://www.youarecurrent.com/2013/12/17/lessons-from-a-palestinian-house/>

House and stable: <https://biblearchaeologyreport.com/2016/12/15/the-archaeology-of-christmas/>

House and stable: <https://www.catholicregister.org/home/international/item/19418-away-in-a-real-manger>

### Focus Question 3: What do we believe about the birth of Jesus? (Believe Lens)

#### Key Information for Teachers:

The key belief of Christmas is that God took on human form and came to live with us in the person of Jesus. This belief is called the incarnation. Jesus is called 'the Christ' to show this belief (his surname is NOT Christ!)

The incarnation proclaims that Jesus was not just an ordinary man, evidenced by the miracles and of course his resurrection.



Belief about Mary are also drawn from the birth narratives, in particular that she is *Theotokos*, the 'god -bearer', who enabled God to come into the world in human form. Catholics venerate Mary through prayers such as the Rosary and the Hail Mary.

While they are present in traditional telling of the birth of Jesus, believed that Jesus was born in a stable and that angels told the shepherds of the birth of Jesus are not beliefs, per se.

RED Content BELIEVE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We BELIEVE</b></p> <p><b>Mary had a baby called Jesus</b></p> <p><b>Mary was chosen by God to give birth to his son</b></p>	<p><b>As your daily prayer pray the “Hail Mary” with pupils (you read it; they sit prayerfully); make the connection to the angel coming to Visit Mary to tell her of the impending birth of Jesus.</b></p> <p>Develop actions to go with the prayer.</p> <p>Talk about how we look after baby. Link to their own experiences of brothers/sisters</p>	<p>Christmas colours are red, green and white. Explain how Christians use colour and symbol to show their delight that God came into the world at Christmas.</p> <p>Use these colours in playdough, paint, crayon, paper, baking (and icing) etc</p> <p>Decorate classroom with tree, paper chains, lights, candles...</p> <p>Look at a variety of images- children to Paint Mary in blue</p>	<p><b>Teach and use vocab: Use the word incarnation – it’s a word that means we believe that Jesus is God, in human form.</b></p> <p><b>Set up the play corner as a space where Mary and the angel might have talked about what was going to happen. Look at paintings of the event. Note that Mary might be painted in Blue as the colour was expensive and so only used for important characters!</b></p> <p>Display key vocab with image to show children.</p>	<p>Have pupils dress in something purple and play ‘waiting’ games: eg hide a seek; pass the parcel; Duck duck goose (see Wikipedia for instructions!)</p> <p>Make large scale /small scale houses using wooden blocks. Inside/outside</p> <p>‘Yes’ shape using their bodies- picture from ariel view.</p>	<p><b>START:</b> Make banners: We believe that Jesus was God who came to live with us!</p> <p>Use the words of the angels to the shepherds in speech bubbles: ‘a saviour is born’.</p> <p>Paint/draw angels add speech bubbles</p> <p>Read the Belief cards (PP) and put them on display. Later put them into your ‘Belief Box.’</p>	<p><b>THEN:</b> <b>Luke’s story expresses a basic belief of all Christians: that God came to live with us in the person of Jesus. Jesus was God! We believe that God remains with us today; in each other, in our world and in our Church.</b></p>	<p><b>Mary says “yes, Ok” to the angel – make a huge YES!</b></p> <p>Have pupils use shapes to make the word ‘Yes’ (cut the letters up and have pupils paste them back together again.)</p>	<p>Babies all over the world! See link below to picture story book</p> <p>Use art to explore the babies all over the world</p> <p>‘Theotokos’ is a Greek word which means ‘God bearer’ – the one who brought God into the world! That’s Mary</p>

Babies around the world: <https://www.amazon.com/Babies-Around-World-Puck/dp/1938093879> video: <https://www.youtube.com/watch?v=2AA6Slur-08>

Babies around the world – books: <https://www.kaplanco.com/product/91929/our-world-board-books-set-of-4?c=6%7CCB1070>

## Focus Question 4: What do we do to celebrate the birth of Jesus? (Celebrate Lens)

### Key Information for Teachers:

The RED nominates two traditions associated with Christmas for study in EYFS – the Nativity play and the Crib.

#### Nativity play:

The nativity play is a dramatisation of the story of the birth of Jesus, common during Advent. It is likely to be a compilation of Luke and Matthew's accounts – with Wise men visiting after the shepherds.

#### The Crib:

St Francis of Assisi (d 1226) is credited with arranging the first nativity scene (sometimes called the Crib), complete with animals and a live baby. Tradition says he was angered by the wealth and excesses of a medieval Church and wanted to show that the gift of Christ at Christmas was for everyone! Since then a range of animals have been placed around the manger. Each of them symbolises, or reminds us, of something.

- Donkey
  - Symbol of humility, the triumph of Christ
- Sheep
  - Folklore says that the reason that sheep walk in procession is out of respect for the good news the shepherds received while tending for them
- Ox
  - A symbol of sacrifice, the ox is said to have used its breath to keep the infant warm
- Cockerel
  - In ancient myths the cockerel (rooster) is dedicated to Apollo because it notes the rising sun. In the Christmas tradition he is said to announce the good news of the birth of the Messiah – Christ is born
- Stork
  - Mid 16<sup>th</sup> century tradition says the stork was so upset at where the baby was laid that she plucked feathers from her breast to keep him warm. In Poland children dress in nativity characters and storks when they go carolling.
- Camel
  - The bearer of the wise men, in southern Spain the youngest camel brings the gifts for the children



RED Content CELEBRATE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We CELEBRATE</b></p> <p><b>The tradition of the crib</b></p> <p><b>Nativity celebrations</b></p>	<p><b>THEN:</b></p> <p><b>Set up your own crib scene – there are a huge variety available – from knitted ones to those made out of olive wood from Jerusalem. Visit the local Church if they have one.</b></p> <p>Set pupils up as the scene and take photos of them.</p>	<p>Use information about the symbolism of the animals in the Crib scene – make them in any art form.</p> <p>Use cutting stencils and playdough, or toilet rolls and paper to make Crib animals.</p>	<p>Make ‘Luke’ Christmas cards! Use photos of the pupils dressed in costumes – remember no wise men!</p> <p>Write the message of the angels to the shepherds inside: “to you is born a saviour”</p> <p>Create large felt scene and animals for children to role play with.</p>	<p>Sing and dance to Christmas carols!</p> <p>Have children move like animals.</p>	<p>Write in Christmas cards.</p> <p>Draw/paint the crib and animals.</p>	<p><b>START:</b></p> <p><b>Explain each custom (the nativity play and the Crib) as you work with them:</b></p> <p><b>Watch the school Nativity play if there is one, or act out the story very simply.</b></p>	<p>Have pupils make Crib scenes with set numbers of animals.</p> <p>1 donkey 2 cows 3 sheep</p> <p>Etc...</p>	<p>A tiny Island called Kirimati (also called Christmas Island) is the first place to welcome Christmas day. Make some coconut macaroons as the children there might leave for Santa. (see link below)</p>

A World of Cookies for Santa: <https://www.youtube.com/watch?v=GpFs734w-w4>

Recipe for Kirimati macaroons. <https://hnhbooks.tumblr.com/post/168577237080/coconut-macaroons-from-christmas-island>

## Focus Question 5: How do we live Christmas now? (Live Lens)

### Key Information for Teachers:

Advent and Christmas traditions are different all over the world. Find out about those of the families in your school.

<https://www.whychristmas.com/cultures/>

Explore the religious foundation of some of the symbols found in wider society at Christmas.

#### Christmas Trees:

- Evergreen trees are often used as a symbol of life in the midst of death. St Boniface was said to have used a fir tree as a symbol of the Trinity, turning it upside down to show Father, Son and Holy Spirit
- 1834, Prince Albert, the German husband of Queen Victoria, brought the tradition of bringing a German fir tree as a Christmas decoration to the royal household. Illustrations were placed in the *London News* and immediately the tradition became fashionable

#### Santa:

- The tradition of 'Santa' began in the city of Myra (now called Demre) in the 4<sup>th</sup> Century CE with the local Bishop, Nicholas
- Nicholas would fill the children's shoes left outside their doors with treats, taking with him the carrots, turnips and hay left for his horse or donkey. In 1466 Bishop Nicolas was canonised - his feast is celebrated on the day of his death, December 6<sup>th</sup>
- The Dutch took the story of Nicholas to America and gradually 'Sinta Klaus' (St Nicholas) became Santa Claus

#### Christmas Bells:

- Use of bells as a decoration comes from pre-Christian belief that bells strung around the neck of a person warded off evil spirits
- In the time of Christ, those with leprosy wore bells to warn people from coming near them
- The use of bells in Christian worship began in the 9<sup>th</sup> century both to gather worshippers and to advise of the imminent death of someone – the 'passing bell'

#### Mince pies:

- In Elizabethan times mince pies were made with shredded beef and mutton to which raisins, currants, prunes were added. The pastry of the pie was the 'crib' into which the ingredients were put.
- Lattice work on the top was symbolic of the hay, and sometimes a pastry baby was placed 'in the hay'. Eventually the meat was omitted, and apples and spices were added.
- Tradition says you must eat 12 pies between Christmas and the twelfth night to ensure luck!



RED Content LIVE Lens	PSE	Expressive Arts and Design	Communication and Language	Physical Development	Literacy	Knowledge and Understanding	Maths	Understanding of the World
<p><b>We LIVE</b></p> <p><b>Celebrate Advent, get ready for Christmas!</b></p> <p><b>God sent Jesus to love us all: help others and ourselves and show our love to God.</b></p> <p><b>Various cultures celebrate Jesus' birthday in different ways.</b></p>	<p><b>The incarnation says that Jesus loves all people: raise awareness of others in the community:</b></p> <p><b>*Join in school action to raise money or items for a charity caring for others at Christmas</b></p> <p>*Make cards for family and friends</p> <p>Talk about how we celebrate our own birthdays.</p>	<p>Use information and talk about some decorations common Christmas celebrations now.</p> <p>Make bell shaped biscuits and decorate.</p>	<p>Learn to say "Merry Christmas" in other languages.</p>	<p>Sing and dance to Christmas carols!</p>	<p>Explain the word Christmas as 'Christ-Mass' .... the Mass of Christ.</p> <p>Read books of Christmas in the sun! (see links below.)</p>	<p><b>START:</b></p> <p><b>Explain some of the different Christmas customs from around the world.</b></p> <p>Invite parents to come and share their customs with the class.</p>	<p>Make Christmas Trees out of triangles.</p> <p>Make Advent calendars.</p>	<p>Remember St Nicholas and his giving of gifts to the children.</p> <p>Make or decorate calico fabric stockings; OR trace around pupil's shoes and name them; OR Make Santa hats AND Bishop mitres (for St Nicholas)</p>

Children around the world celebrate Christmas: <https://www.youtube.com/watch?v=0vFH3kuXRHc>

Christmas in summer: <https://www.youtube.com/watch?v=FVr-QBlgZf0> New Zealand

(Song) A kiwi night before Christmas: <https://www.youtube.com/watch?v=wrZeyt7fqx4> New Zealand

A very Wombat Christmas: <https://www.youtube.com/watch?v=cuLNnxk9drA>

## Resources:

### Sing!

- Learn the chorus of the following song (note it is sung by a children's choir called 'Maranatha Kids') and use it as a response to prayers of Intercession for Christmas. Maranatha is an Aramaic word which means 'The Lord is coming!' <http://www.youtube.com/watch?v=DOG8uXqKgNI>
- Come O Come Emmanuel. (Celebration Hymnal for Everyone 522; Hymns Old and New 384 & Laudate 112) [http://www.youtube.com/watch?v=5BC8eW\\_V9pM](http://www.youtube.com/watch?v=5BC8eW_V9pM)
- Baby Jesus we love you. <https://www.youtube.com/watch?v=4k-whdwLONg> OR with actions: <https://www.youtube.com/watch?v=7AAchInziWQ>
- Christ the King of Christmas (Matthew – for Feast of Epiphany?) <https://www.youtube.com/watch?v=1fRkt4c5t6U>

**Cube pattern:** [http://staff.argyll.epsb.ca/jreed/math14/strand3/images/cube\\_net2.gif](http://staff.argyll.epsb.ca/jreed/math14/strand3/images/cube_net2.gif)