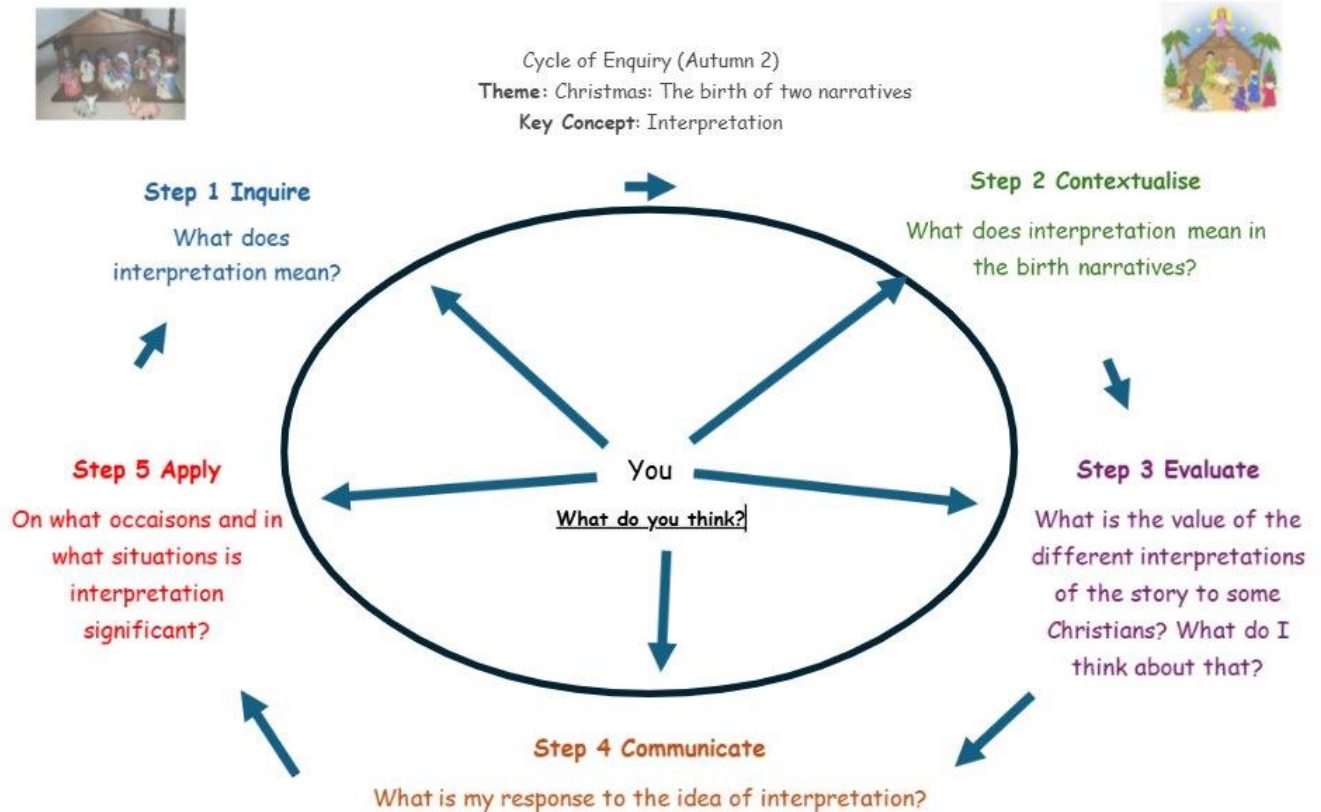


Year 5 – Autumn 2

Theme/Unit: Christmas: the two birth narratives

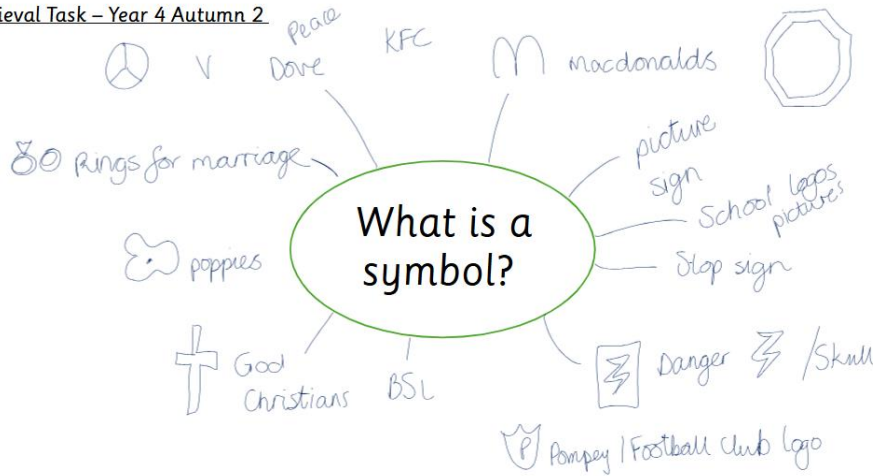
Key concept: Interpretation



Step1: Inquire : What does interpretation mean?

Date:

Retrieval Task (Autumn 2 Year 4 – symbols)



Insert images of retrieval task sheets



Step 1 – Inquire
What does interpretation mean?



What do you see?
What does your partner see?



“ I can see a trophy” (AEH)

“I can see 2 people staring at each other”

“I think it looks more like 2 cliffs” (GC)



“We tried to draw over the image to show the old woman but Mrs. Boucher still couldn't see it!”

“I can see 2 birds flying behind each other”

“I can see a bird being chased by the car out of batman – it looks like a bat wing”
“It looks like a face”

Insert images of paired activity

Images of group activity

In my opinion, I believe interpretation means....

*how you view something and your perspective.
It does depend on the context and situation
whether it's meaning is important.*

As a class, we discussed what the word ‘interpretation’ meant to us. Then we researched the definition of the word.

Retrieval Task (Year 4 – Autumn 2)

Step 2 – Contextualise:

What does interpretation mean in the birth narratives?

Key Vocabulary
Narrative
Gospel
Matthew
Luke
interpretation
symbolism
audience

We looked at the two birth narratives—Matthew’s and Luke’s— and established that they are not exactly the same.

Christians believe both tell the truth about Jesus, but each writer tells the story in a different way and for a different purpose. This is where the key concept **interpretation** comes in.

In RE, *interpretation* means:

- Understanding a story in a particular way,
- Deciding what the story means,
- Explaining why two people (or writers) might tell the same event differently.



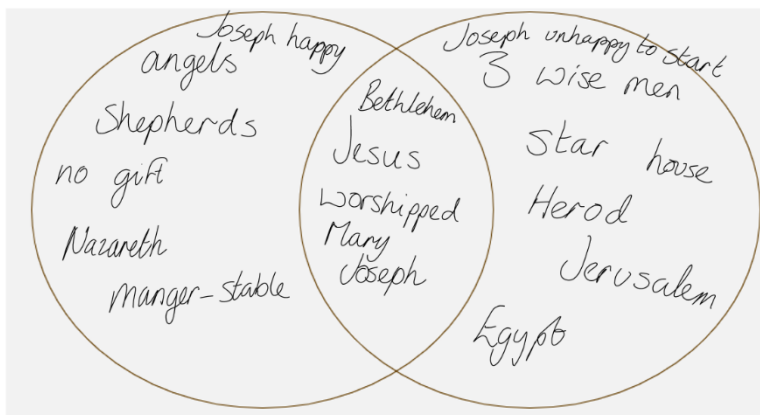
We discussed each one in groups and started to pick out some of the similarities and differences.

	Matthew	Luke
1. Where was Jesus born?	Bethlehem - a house.	Bethlehem - in a manger
2. How did Mary and Joseph get there?		
3. Were there any animals mentioned?	No animals. It doesn't say.	
4. What were the animals, if any?	No animals.	
5. How did the shepherds know where to find Jesus?	Saw his star.	The angel angel.
6. Did the shepherds give Jesus gifts? If so, what were they?	3 - was Gold, Frankincense, Myrrh.	No gifts.
7. How many Kings visited Jesus?	3 wise men	
8. Where were the Kings from?		
9. How did the Kings travel?		
10. How did they know where to find Jesus?		
11. Did the Kings give him gifts? If so, what were they?		

Add in some more pictures

- Matthew:
- Bethlehem - going into the house
 - No animals
 - Saw his star
 - 3 wise men
 - Gold, Frankincense, Myrrh.
 - Left to Egypt → then Israel.
 - Jesus, Mary, Joseph
- Luke:
- Bethlehem - in a manger.
 - Shepherds flock.
 - Angel
 - Shepherds
 - No gifts
 - Nazareth in Galilee.
 - Jesus, Mary, Joseph

What have we learnt about the 2 stories? What was similar? What was different?



“The Nativity play that we do at school is kind of a combination of both the narratives then?”

25.11.25

KS2 Religious Studies: What is Hanukkah, the Jewish festival of lights? - BBC Teach

Retrieval Task – Autumn 2 Year 4



- Jews were ruled by the Greek/Syrians who tried to stop them practising their faith.
- A group called the Maccabees fought back to protect their beliefs.
- When they won, they returned to the Temple.
- They found only a tiny amount of oil left for the lamp.
- It burned for eight nights – this was considered a miracle.
- Today Jews light the Hanukkah lights to remember this event.

oil ✓	Temple ✓	light ✓	eight ✓	Maccabees ✓	miracle ✓	Greeks/Syrians ✓
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What is this object called?
 When is it used?
 Why do Jews light it for eight nights?
 What do you remember about the story behind this festival?

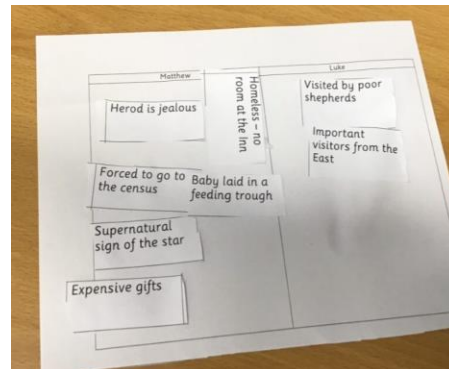
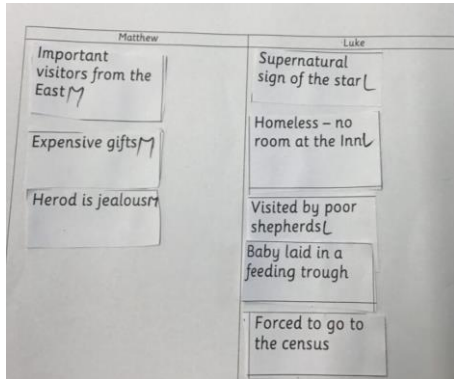
Step 3 – Evaluate:

What is the value of the different interpretations to Christians?

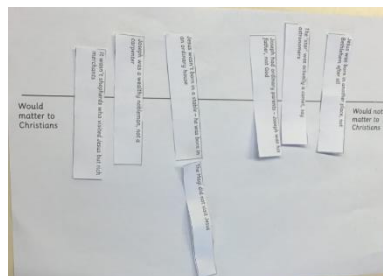
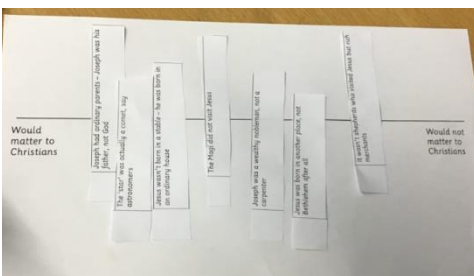
We recapped the birth narratives of Matthew and Luke. We worked in groups to discuss the statements and sort into Matthew or Luke.

We talked about how in each story, Jesus is portrayed differently.

5B – “Matthew – he is treated like a King and Luke – he is for everyone”



Group Task



We sorted the statements into what a Christians would think about the two stories.

We placed them on a scale from would it matter – not matter.

Step 4 – Communicate: What does interpretation mean to me?

Recap – what is interpretation?

Interpretation
 The way you see something,
 your opinion. HH
 Its like your point of view. IC
 Interpreters for deaf people JO
 You choose what to think. AH
 The action of explaining the
 meaning of something.
 People can interpret differently.

Which word could these pictures represent?

happy rich thief rich scary

Which image do you think is the most powerful?

calm

Do you and your partner think these pictures mean the same thing?

What do you think of this artwork?

What if I said these words were showing 'greed.' would you agree?

Word

Bones AH	Life AL
Money TJR RC	Picture JO
Protection HH	Animals AB IC DR
Richness AG DT	Fat FP, HS
Giant TJR	Human KTR
	Safe JO

Greed

What do you think of the artwork?
 Realistic, I like a few. GC
 Gross. Why? I don't like the look of it.
 They are strange. IC

Most powerful? Skeleton picture.

Paired Task

Task 2

- You will be given a word- Keep it hidden from the other children.
- Draw a picture to show what you think it means.
- In 10 minutes, you will need to find your partner. Did you both draw the same thing?
- How were they similar/ the same? How were they different?
- What does this show about interpretation?

We looked at some different images of the 2 birth narratives.

Which ones do you like / dislike?

Which ones do you think Christians will like/dislike? Why?

A collection of handwritten notes and images on a grid background, organized into sections by a purple line.

Top Left:

- Note: "I think the way that the..."
- Note: "I think the way that the..."
- Note: "I think the way that the..."

Top Center:

- Note: "I think the way that the..."

Top Right:

- Note: "I think the way that the..."

Middle Left:

- Note: "I think the way that the..."

Middle Center:

- Image 1: A religious painting showing a group of people in a room.
- Image 2: A religious painting showing a person in a landscape.
- Image 3: A religious painting showing a person in a landscape.
- Image 4: A religious painting showing a person in a landscape.

Middle Right:

- Note: "I think the way that the..."
- Note: "I think the way that the..."

Bottom Left:

- Note: "I think the way that the..."

Bottom Center:

- Note: "I think the way that the..."

Bottom Right:

- Note: "I think the way that the..."
- Note: "I think the way that the..."
- Note: "I think the way that the..."
- Note: "I think the way that the..."