

Learning and Growing as the People of God

Foundation – Nursery

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Published on behalf of the Roman Catholic Archdiocese of Birmingham, Diocesan Department of Religious Education by Matthew James Publishing Ltd, 19 Wellington Close, Chelmsford, Essex CM1 2EE

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Typesetting by Linda East
Printed by Gallpen Colour Print Norwich

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FOREWORD

I welcome warmly the publication of 'Learning and Growing as the People of God'. I do so because it underlines the importance of the task of exploring and handing on Catholic faith within the generations of family and Church life

This document is the curriculum strategy for Religious Education in Catholic Primary Schools in the Archdiocese of Birmingham. It lays out clearly the steps to be taken in RE at each stage of every term in the Nursery and Primary Years. For the schools it is an essential guide and norm. For families and parishes it makes clear what is being tackled in the RE classes. It provides, therefore, the foundations for improved partnership between school, home and parish, a partnership that lies at the heart of Catholic Education.

Teachers, I know will welcome this document. It presents them with clear expectations and rich guidance. Much in this document is challenging; and rightly so. Good teachers will know how to select and adapt material so that it suits the children in their care. There is plenty of good classroom material to choose from, in pursuit of this curriculum strategy.

I thank all who have worked hard to produce 'Learning and Growing as the People of God' and I warmly commend it as a document essential for the future of RE in this Archdiocese.

✝ Vincent Nichols
Archbishop of Birmingham

15 August 2001
Feast of the Assumption of Our Lady

INTRODUCTION

“The task of handing on the faith to future generations is both the privilege and responsibility of the local Church. Its primary purpose is to bring young people to a personal relationship with Jesus Christ. Catechesis aims to draw people into discipleship. Discipleship must always involve not only a personal encounter with Jesus Christ, but a knowledge of Scripture, of what has been declared in the Creeds and defined by the Church.”¹

So Cardinal Hume would introduce the preface to the Curriculum Directory and this remains the context for contemporary RE in Catholic schools. Since the Second Vatican Council, the Church has reflected anew on its catechetical and educational mission both universally and nationally. Through her teaching at the Council, encyclicals and locally, the Church has reflected on its task of handing on the faith to the next generation and helping to form religiously literate young people. There is continuity between the four constitutions of the Second Vatican Council, the Catechism that was published in 1992, the Curriculum Directory in 1996, Diocesan Curriculum Maps in 1997 and this Curriculum Strategy. The first two articulate and reflect theologically on what we as a community have received and believe. The last three attempt to order them so that teachers can share them systematically and progressively with pupils. The four areas of study listed below provide the keys to the Catechism, Curriculum Directory and this strategy:

AREA OF STUDY	CONTENT	SOURCE
Revelation	God's Self-Revelation	<i>Dei Verbum</i> <i>Catechism</i> Part One: The Profession of Faith
Church	Communion of life in Christ	<i>Lumen Gentium</i> <i>Catechism</i> Part One: The Profession of Faith
Celebration	Living the Christian Mystery in worship and prayer	<i>Sacrosanctum Concilium</i> <i>Catechism</i> Part Two: Celebration of the Christian Mystery Part Four: Prayer
Life in Christ	The search for holiness and truth	<i>Gaudium et Spes</i> <i>Catechism</i> Part Three: Life in Christ

Pupils have a right to receive authentic Church teaching and to have a curriculum that draws them into a systematic study of the saving mystery of Christ, which the Church proclaims². This strategy tries to secure the link between what the Church teaches and the classroom by supporting teachers'

short, medium and long term planning. The experience of inspections has shown us that pupils' understanding of the Catholic faith and tradition does not always grow commensurately with other subjects. The skills that they learn in other literary subjects can be applied to RE and pupils should be encouraged to investigate the faith with the same enthusiasm and rigour as other subjects. For RE is never simply one subject among many, but the foundation of the entire educational process. "The beliefs and values studied in Catholic RE inspire and draw together every aspect of the life of a Catholic school...Pupils have a right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them."³

In many Church documents, RE is described as the core subject. It must, therefore, be of a quality to engage pupils' intellect, heart and imagination. This strategy aims to provide a curriculum that will address all three and make RE fun to study. In this way RE will remain a beacon of excellence and contribute significantly to the "catechetical task of the whole school." For some in the classroom, RE will be received as catechesis, deepening and enhancing their personal faith; for others it will be evangelisation, the first time that they will have been presented with the main truths of living faith. However, for all pupils it will be educational, covering a systematic study of Catholic faith and praxis. Although its educational focus will be formed and enhanced by the vitality of faith, the criteria by which the subject is assessed are educational⁴. To this end, in the months and years ahead RE must be resourced sufficiently to meet the breadth of this strategy.

Finally, to thank Fr. Jonathan Veasey, the co-authors of this Strategy and those who will use it in schools across the diocese. Through your combined ministry, the young Church will come to know more about their identity, purpose and fulfilment⁵ and be guided to that eternal moment where "hope and history rhyme"⁶.

Fr. Joseph A. Quigley
Director of RE (Schools)

¹ Cardinal Hume, *Religious Education: Curriculum Directory for Catholic Schools*, December 1996, page 5

² Bishops' Conference of England and Wales, *Statement on Religious Education in Catholic Schools*, Low Week, 2000, paragraph 7

³ *ibid*, paragraph 4

⁴ *ibid*, paragraph 8

⁵ *Catechism of the Catholic Church*, paragraph 282

⁶ Seamus Heaney

CREATION – GOD THE CREATOR

ABOUT THE UNIT

This unit's aim is to introduce children to God as Creator of all that they see around them and the idea of giving thanks.

WHERE THE UNIT FITS IN

This unit lays the foundation for nurturing an awareness of God in their lives.

PRIOR LEARNING

Builds on children's own experience of the world around them.

SKILLS

Painting, singing, model making, observations, discussion, music.

VOCABULARY

God the Father, Creation, Sign of the cross.

ASSESSMENT

At the end of this unit:

Most children will know that God created the world and that we should say thankyou to him. That we start our prayers with the Sign of the Cross.

Less able children will be able to talk about some of the natural world they can see outside.

More able children will be able to talk about the creation story. They will be able to name a part of creation for which they give thanks.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear stories Jesus told about the Father.

- Discuss paintings and models that children have made and what they used to make them. Did they take a long time? Are we pleased with them?
- Children will hear the stories of the birds of the air and the lilies of the field using appropriate text, *Luke 12 v24, 24-30*.
- Take a walk outside and look at the colours and shape of the sky, trees, and the flowers. Who made these? Could we make them?
- Explain to the children that all these wonderful things have been made by someone very special, God.
- God made us. Explore with the children some of the special gifts that God has given them. Paint pictures of themselves showing their special gifts.
- Explain to the children that we call God Our Father. Link with the Sign of the Cross – In the name of the Father (who made us).

R5 Hear in Scriptures the praise of God in creation and the story of creation as God's work.

- Share Big Book Creation story. Paint/draw their favourite part of creation story. Use pictures and finger puppets to tell the story to the children. Invite them to join in some parts of the story.
- Help the children to realise that we all have our favourite things. We do not always need to say the same as each other. It's ok to be different!
- Recognise that things do not stay the same, e.g. seasons and ourselves – we grow and change.
- Look at pictures of a baby growing and changing. Help the children to think about their growth and change.
- How are we different now that we are in the Nursery than when we were at home? Do we expect to change over the year. What will be different?
- Gather for liturgy, use natural objects, photos paintings and models as focus for liturgy of thanks. Celebrate in story, prayer, music and song. Thank you God for

LEARNING OUTCOMES

FURTHER DEVELOPMENT

R1 Come to know that Jesus tells us about God his Father.

- Hear and begin to understand that God our Father has made everything and everybody that exists in the world.
- Know that the Sign of the Cross is a special sign used by God's family.
- Recognise and be able to name some of the things in the world that God has created.

R5 Know that the Bible is God's Book.

- Hear and talk about the story of Creation from God's special book.
- Respond to the story of Creation and from experiences of our world through a variety of forms.

- Know that God our Father helps things to grow and the world to change at different times of the year.
- Be able to recognise some changes and differences in creation.

- Take part in a special celebration thanking God for the Gift of Creation.

Painting.

Knowledge and understanding of the World – variety in our world – living and non-living.

Music – learn creation songs, e.g. I love the Sun. Listen to classical music which supports focus, e.g. sea, seasons. Ladybird – do you know who made you?

Have a Bible in room. This is the special book which tells us about God, the father and Jesus his son. The big book tells a story from the beginning of this book.

RELATED SCRIPTURE

Genesis 1 – The Story of the Creation of the World

OTHER LINKS

- Nature table, collection of seeds, leaves, etc.
- Saying thankyou.

COLLECTIVE WORSHIP

- Gathering for quiet times.
- Lighting a candle to signify quiet time.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

GOD OUR FATHER CARES FOR US

ABOUT THE UNIT

This unit is designed to explore relationships in the family and in the wider community. It will introduce the children to the idea of a Christian family and community. They will hear that when we hurt people we need to say sorry.

WHERE THE UNIT FITS IN

This unit builds on their own experience of relationships at home.

PRIOR LEARNING

It is helpful if the children are able to name people who are important to them.

SKILLS

Cutting, sticking, speaking, listening, discussion, consideration.

VOCABULARY

God's Family, sorry, Church, priest, deacon, pray.

ASSESSMENT

At the end of this unit:

Most children will know that they are loved and cared for and that their families are a gift from God. They will know when they should say sorry.

Less able children will be able to name some members of their own family. They will have to be reminded of when to say sorry.

More able children will know that the family of God gathers together in church.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Recognise relationships of love, e.g. parent – child, and love received and given; e.g. sharing.

- Revise with the children that God our Father made everything and everybody that exists in the world.
- Who cares for you?
- Who looks after you?
- Discuss examples. Cut out pictures from magazines showing examples – Make collage as individuals or class.
- Ask a parent to bring in a young baby and talk about what he/she has to do to care for the baby.
- Collect objects for the class to show the care a parent shows a baby.
- People of all colours in all places need to be cared for. Ensure resources show pictures of babies from other cultures.

Ch1 Relationships they have in the family, at nursery/school, in the parish, neighbourhood and world.

- We need to care for each other at home and at school. Explore with the children jobs at school (e.g. cook, secretary, etc.). What would happen if these people did not carry out their jobs?
- What sort of care do these people show for us?

Ch3 Ways in which a Christian family and parish share and celebrate life, and show care for one another.

- We have a priest/deacon who does a special job for God in caring for the church building and the people. They help to care for us in school as well. Display names of priests and use photographs if possible.
- Have a picture of church building and talk about it being a special place for people to go and pray.
- Reflect with the children that in the church building we can think about God our Father caring for us.

- Share with the children some word of scripture about God's love and care for human beings.
- Use these at prayer time to recall that God cares for us.
- Make up songs from simple nursery rhyme tunes about the care of God our Father.
- Revise the Sign of the Cross. In the name of the Father (who cares for us).

L6 Recognise responses that are not loving and failures to show love and care.

- Sometimes we do not show love and care to others. We hurt them by the things we do and say. Recall occasions when this has happened. How did we know when we had hurt people?
- Introduce children to the word "sorry" as an expression of realising we have done something wrong and hurt other people.

Liturgy to conclude unit.

- Thank you for those who care for us.
- Thank you to God for giving us people to care for us.
- Say sorry for those times when we hurt those who care for us.

LEARNING OUTCOMES

R3 Form and enjoy good relationships with peers and with adults in the school community.

Ch1 Know that they are special with their family and community.

Know that families are the special people given us by God.

- Recognise the love and care shown to them.

Ch3 Recognise that the Church is a special place where God's people gather to pray.

- Know that we can talk to God our Father when we pray.
- Hear that God our Father also loves us and cares for us.

L6 Learn to say sorry, develop an understanding of right and wrong.

FURTHER DEVELOPMENT

Use personnel in school to talk to the children or take children in small groups to visit people where they work in school as long as Health and Safety allows.
This may be the first venture into the wider school building and help to build confidence.

RELATED SCRIPTURE

Genesis 1 – The Story of God Our Father Making Everything and Everybody in the World

OTHER LINKS

- Multicultural – helping others.
- Introduction to the priest and/or deacon as part of the school community.

COLLECTIVE WORSHIP

- Daily collective worship continuing prayers of thanksgiving.
- Times to say sorry.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

ADVENT – GETTING READY

ABOUT THE UNIT

This unit is designed to develop an appreciation that preparations are necessary. It introduces the idea of preparation for Christmas.

WHERE THE UNIT FITS IN

It introduces the Liturgical Year and a symbol to signify this time.

PRIOR LEARNING

This unit will build on their own experiences of getting ready for school.

SKILLS

Sequencing, fine motor skills, reflection, singing.

VOCABULARY

Advent Wreath, Jesus, Sign of the Cross, Prayer Corner, Son.

ASSESSMENT

At the end of this unit:

Most children will know that they are getting ready for something important. They will recognise the Advent Wreath as a symbol of this time.

Less able children will be able to make some attempt to get themselves ready. They will know they are getting ready for Christmas.

More able children will be able to recall the word Advent and that we are waiting for Jesus' birthday.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R4 Recognise and become familiar with the Sign of the Cross.

C3 To hear simple prayers and hymns.

L6 Recognise responses that are not loving and failures to show love and care.

- Discuss with the children getting ready for school. Use items of clothing – in which order do we put them on?
- Have everyday clothing items in dressing up box to put on correctly, opportunities to develop skills with buttons, zips, etc.
- What else do we need to do to get ready for the day ahead (e.g. breakfast, washing, etc.)?
- Discuss with the children relevant events (e.g. holiday, birthday, etc.). What sort of things do we need to do to prepare for these events? Have some items ready to help the children think about getting ready for special things (e.g. suitcases, etc.). Do we have to help to get ready for special times?

- Introduce the word “Advent” as the special name for the time when we are getting ready for the birth of Jesus at Christmas.
- When we make the Sign of the Cross, children hear that the son is Jesus.

- Add the Advent wreath to the Prayer Corner as a symbol of this special time of getting ready.
- Explore with the children some of the symbols of the Advent Wreath. Count the number of candles and explain as the weeks pass the special event we are getting ready for is getting closer.
- We need to get ourselves ready for Christmas by being good.
- Explore with the children some of the things they can do to get ready for Christmas.
- Children to hear and join in some prayers about getting ready for Jesus’ birthday.

- Reflect daily on things for which we need to say sorry. This could form the basis of Collective Worship at the end of each day during Advent.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

R4 The Sign of the Cross, names the Father, Son and Holy Spirit and is a sign of love and blessing.

- Know that the Sign of the Cross is the special sign used by God's family.
- Advent is a special preparing time for the birthday of Jesus.
- Know that God's Family are preparing in Advent.
- Be able to identify the Advent wreath as a special symbol at this time of the year.

C3 To listen to and participate in simple prayers and hymns.

- Join in prayers and hymns focused on preparing for Jesus' birthday.

L6 Learn to say sorry, develop an understanding of right and wrong.

Literacy resource –
“How do I put it on?”

Personal & Social – buttons, zips, shoes on correct feet, etc.

Knowledge and Understanding of world.

Leaves have gone from trees – are there any trees with green like the wreath?

RELATED SCRIPTURE

OTHER LINKS

- Personal and social skills.
- Observation of the natural world.

COLLECTIVE WORSHIP

- Reflection and saying sorry.
- Lighting of the Advent Wreath at Prayer times.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

CHRISTMAS – MARY THE MOTHER OF JESUS

ABOUT THE UNIT

This unit is designed to give children the opportunity to hear the story of Christmas and to introduce the children to the person of Mary.

WHERE THE UNIT FITS IN

This unit follows on from the Advent unit and focuses upon the story behind Christmas and presents.

PRIOR LEARNING

Many children will know that Christmas is a time for receiving presents.

SKILLS

Role-play, speaking, listening, drama, music.

VOCABULARY

Mary, Jesus, Christmas, crib, manger, stable, baby.

ASSESSMENT

At the end of this unit:

Most children will know that Christmas is Jesus' birthday and that Mary is his mother.

Less able children will know that Christmas is about Jesus who was a baby and that he had a mum.

More able children will be able to recall some elements of the Christmas story.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear the stories of Jesus' birth.

Ch2 The role of Mary and her 'Yes' to God's Word.

- Explain to the children that Jesus was born as a baby just like them and needed lots of love and care.
 - Tell the children that Mary was Jesus' mother: she had a job to do like our mothers.
 - What jobs do our Mum's do?
 - Look at pictures of some of the things that Mum's have to do for their children and family.
 - Ask the children to recall the things they like their Mum doing for them.
-
- Share a big book story of the birth of Jesus – focus particularly on Mary caring for her baby.
 - Through role-play, retell the story.
 - Ensure that dressing up clothes are available. Allow the children to explore characters in the version they have heard.
-
- Build the crib without Jesus or the wise men before the holiday.
 - Talk with the children about the stable being a special place for baby Jesus to be born. Recall the different things that would have been in the stable.
 - Learn simple carols which reinforce the story and include crib or crib figures in liturgies.
 - Place Jesus in the crib during a special liturgy to begin new term.

LEARNING OUTCOMES

R2 Hear the story of Christmas.

- To know that at Christmas we celebrate the birthday of Jesus.
- Be able to hear and recall part of the story of Jesus' birth.

Ch2 Come to know that Mary is the Mother of Jesus.

- To know that Mary is the mother of Jesus who loved and cared for him.

FURTHER DEVELOPMENT

Ensure crib in nursery is robust enough for children to play with the characters.

Role-play area to become a stable.

Dressing up clothes allow children to explore the story at their own level.

RELATED SCRIPTURE

Lk. 2: 1-20 – The Birth of Jesus

Mt. 1: 18-25

OTHER LINKS

- Making cards.
- Performance for parents.
- Party.

COLLECTIVE WORSHIP

- Giving thanks for mothers and Mary the Mother of Jesus.
- Include simple carols.
- Crib figures as focus.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?



BAPTISM – MY NAME

ABOUT THE UNIT

This unit is designed to give children an insight into the membership of God’s Family through Baptism.

WHERE THE UNIT FITS IN

It builds on unit ND and the concept of a Christian family.

PRIOR LEARNING

They will have heard in ND of a wider Christian family to which they belong.

SKILLS

Self-control, language development, role-play, music.

VOCABULARY

Baptism, Priest, God’s Family, Church.

ASSESSMENT

At the end of this unit:

Most children will know that Baptism is a ceremony where babies are named. They will know that water is used in Baptism.

Less able children will know that they have a name and that water is sometimes poured on a babies head by the priest.

More able children will be able to recall the word Baptism and that it is through this that they become members of God’s family.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Joining God's family through Baptism.

- Provide water play experiences for the children both indoor and outdoor if possible.
- Explore the language of water play – wash, splash, drip, etc. Discuss and reflect on experiences.

- Water is used in a special way in church when we are named.

- Show the children photographs of the special ceremony using water in church.
- This naming is called “Baptism”.
- Role-play a simple Baptism with a focus on the priest and the baby and water.
- Introduce the children to some of the words that the priest uses when the baby is named and the water is poured on them “I name you”

- We are very important to Jesus. Share the story of Jesus and the children.
- Who was with Jesus in the story?
- Do you think the children were excited to be with Jesus?
- The story teaches us that all children are friends of Jesus and loved by him. Ask the children to think about what makes Jesus so special?
- At Baptism this is an important occasion when the priest shows everyone just how special we are to God.
- Role-play some of the parts of the Baptism ceremony with the children, emphasising how they remind us about being very special to God. Use pictures, photographs, big books, etc.

- Build up a display using Christian names on cards. Add to the focus – “My baptism name is” More confident children will be able to say this individually and then add their own card to the display.
- Sing appropriate songs about being loved and being part of God's Family.
- Conclude unit with liturgy which incorporates results of role-play, written work and song.

LEARNING OUTCOMES

C1 To appreciate friendship with Jesus through Baptism.

- Know that water is a special symbol of Baptism.
- Know that water is poured on the babies' head and that we are given a special name.
- Be able to take part in a simple role-play.
- Hear the story of Jesus and the children.
- Know that Jesus had special friends who liked to be with him and listen to him.

FURTHER DEVELOPMENT

Water play to develop creative and social development.

Recognising own name in written form and some will be able to write their own names.

Liturgy – speaking and listening. Invite parents to take part in this liturgy as a reminder of their role at the Baptism of their child.

RELATED SCRIPTURE

Mt. 19: 13-15 – Jesus and the children

Lk. 18: 15-17

Mk. 10: 13-17

OTHER LINKS

- Home school link re: Baptism photographs.

COLLECTIVE WORSHIP

- Focus on names.
- Read the story of Jesus and the children.
- Learn songs about being special to God and part of God's Family.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

GOD'S FAMILY

ABOUT THE UNIT

This unit builds on the idea of membership of God's Family through Baptism into a community which has a gathering place and a gathering day.

WHERE THE UNIT FITS IN

Follows NE and ND and extends the idea of a Christian community.

PRIOR LEARNING

That Baptism makes them members of God's family/ and that families gather together.

SKILLS

Cutting, sticking, drawing, speaking, listening, singing, praying.

VOCABULARY

Baptism, Priest, Church, Christian Family.

ASSESSMENT

At the end of this unit:

Most children will be able to give thanks for someone who cares for them. They will know that Sunday is an important day.

Less able children will name some people that care for them.

More able children will know the name of the priest and be able to recall some things they have seen in church.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Recognise relationships of love, e.g. parent – child, and love received and given; e.g. sharing

- Explore magazines to find examples of people showing love and care to others. Cut out and create individual collage.
- Children to think about who shows love and care for them. Draw a picture of these special people.
- Hold a “show and tell” session where the children talk about the special people they have drawn or painted.
- Hold a simple “thank you” liturgy. Gather in a circle, use pictures created and each child is given an opportunity – if confident enough – to say “Thank you God for my, who loves and cares for me.”
- Sing a simple thank you God song.

C1 Joining God’s Family through Baptism.

- Revisit previous work on Baptism when we became part of God’s family in a special way.

C2 Sunday is a special day to pray and talk to God.

- Explain to the children that the church building is an important gathering place for the people who are baptised. Tell the children that Sunday is the very special gathering day in church.
- Tell the children a story about going to church on Sunday. Use pictures and props to explain in simple terms what happens.
- Some children’s experience of church as a place of gathering will be limited. Big books/photographs will be helpful here.
- Focus on special gathering times in the nursery and the elements of gathering (e.g. being together, singing, praying).
- Explore with the children that some of these things we do together in nursery happen in church when people gather together.

Ch3 Ways in which a Christian family and parish share and celebrate life, and show care for one another.

- Consider who gathers us together at home and at school, and looks after us.
- Explain to the children that the priest has a special job to gather us together at church as God’s Family. Think about some of the things that the priest does.

- Make a card from the nursery to the parish to tell the people that they have been remembered by the nursery children in prayer.

LEARNING OUTCOMES

R3 Form and enjoy good relationships with peers and with adults in the school community.

- Be able to recall and talk about some of the special people in their lives who love and care for them especially family and friends

C1 To appreciate friendship with Jesus through Baptism.

- Hear that Baptism is a special celebration for people when they become part of God's Family.

C2 To know that Sunday is a special day.

- Hear that Sunday is a special day when God's Family gathers together in Church.

Ch3 Recognise that the Church is a special place where God's people gather to pray.

- Be able to explore some of the things that happen when God's family comes together in Church.

- Know that the priest is a special person who looks after God's Family at Church.

FURTHER DEVELOPMENT

Create a class display about the people who care for us.

Arrange a visit to a church. Children to notice some of the things they have heard about in the story of God's Family gathering together on Sunday.

The visit to the church is an opportunity to link with the Parish. Also invite parents to come on the visit.

Know that cards are a way of sending messages in written form.

RELATED SCRIPTURE

OTHER LINKS

- Opportunity for school – parish links.

COLLECTIVE WORSHIP

- Giving thanks.
- Praying for others.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?



LENT – JESUS & HIS FATHER

ABOUT THE UNIT

This unit focuses on the relationship between Jesus and his Father and that he loved him. We need to say sorry when we fail to show love and care.

WHERE THE UNIT FITS IN

Builds upon NA/ND and develops the idea that Jesus grew into a man.

PRIOR LEARNING

- That Jesus was a baby.
- We talk to God.
- Symbols of the Liturgical Year.

SKILLS

Speaking, listening, sharing, consideration, self-control, helpfulness, reflection.

VOCABULARY

Sign of the Cross, God the Father, the Son.

ASSESSMENT

At the end of this unit:

Most children will know that God is the Father of Jesus and that the sign of the cross is about God and Jesus. They will know that purple is a colour used at this time.

Less able children will be able at times to say sorry and recognise times when they can be helpful.

More able children will be able to make the sign of the cross.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear stories Jesus told about the Father.

- In this unit of work we will explore the relationship between God our Father and Jesus his son.
- The idea of the relationship of Father and Son will need to be explored with degrees of sensitivity according to the social context of the class.
- Use some secular stories according to the needs of the children to demonstrate a positive role model of a father and son.
- Explain to the children that Jesus was God's son and he loved his Father in heaven.
- Talk to the children about the special people in their family. What special things can they say about them?
- Like us Jesus wanted to tell other people about his Father, because he was so special. He is God.

- Recall Creation work – God making the world and the story Jesus told about the lilies of the field and the birds of the air. Remind the children about God our Father making everybody precious and caring for them all.

R4 Recognise and become familiar with the Sign of the Cross.

- We talk to people we love – share experiences – when, where, what do we say?
- When we talk to God we call this prayer.
- Explain to the children that when Jesus prayed he was talking to his Father.

- When we make the Sign of the Cross we are praying and talking to God the Father and his son Jesus. Reinforce this every time we use this at prayer.

C3 To hear simple prayers and hymns.

- Set a focus for each day of Lent (e.g. tidying up, being polite, sharing equipment, etc.).
- Each day during Lent come together to pray – always beginning and ending with the Sign of the Cross.
- At the end of each session during Lent review what has gone well and think about what has gone wrong.
- Light a purple candle as a focus for short silent time to think over wrong things.
- Finish by saying/singing "We are sorry Lord – yes we are."

L6 Recognise responses that are not loving and failures to show love and care.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

R1 Come to know that Jesus tells us about God his Father.

- Hear that Jesus is the Son of God our Father.
- Know that Jesus loved God his Father and told them stories about him.

- Will know that Jesus talked to God his Father when he prayed.

R4 The Sign of the Cross, names the Father, Son and Holy Spirit and is a sign of love and blessing.

- That the Sign of the Cross is the special sign used by God's Family.

C3 To listen to and participate in simple prayers and hymns.

L6 Learn to say sorry, develop an understanding of right and wrong.

Learn to say sorry, develop an understanding of right and wrong.

RELATED SCRIPTURE

Genesis 1 – The Story of Creation

OTHER LINKS

COLLECTIVE WORSHIP

- Using purple candle at prayer times and saying sorry.
- Using the Sign of the Cross.
- Use of silence for brief periods.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

HOLY WEEK – HEARING

ABOUT THE UNIT

In this unit the children hear that something sad happened to Jesus and that the cross reminds us of this.

WHERE THE UNIT FITS IN

Follows on from NG to show what happened next to Jesus.

PRIOR LEARNING

That Jesus is God's Son who grew up.

SKILLS

Speaking, listening, observation, recognising symbols, respect, reverence.

VOCABULARY

Jesus, cross, Sign of the Cross, sad.

ASSESSMENT

At the end of this unit:

Most children will know that sometimes people go away and that people die. Know that Jesus dies.

Less able children will be able to talk about things that make them happy and unhappy.

More able children will know that the cross reminds us of how Jesus died.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R4 Recognise and become familiar with the Sign of the Cross.

- Children to think about and discuss times of happiness and unhappiness. Do the children remember a time when they were not happy? Discuss their experiences.
 - Explain to the children that sometimes people have to go away and leave people they love. Children to recall their own experiences if this is appropriate.
 - Sometimes people die. Explain to the children that Jesus died on the cross and that we are remembering that time.
 - Focus on a cross rather than a crucifix. Explain to the children that when we see a cross we are reminded that Jesus died. Children to make a cross to take home to remind families that this is an important week.
 - Make the Sign of the Cross with great reverence this week. Remind the children that this special sign helps us think about when Jesus died.
-
- Cut out two long strips of card and lay them on the floor in the shape of a cross. Use four tea lights – one at each of the ends of the cross. Light the tea lights as words of the Sign of the Cross are said very slowly.

LEARNING OUTCOMES

R4 The Sign of the Cross, names the Father Son and Holy Spirit and is a sign of love and blessing

- Know that the Sign of the Cross is a special sign used by God's Family.
- Know that the Sign of the Cross reminds us of how Jesus died.

FURTHER DEVELOPMENT

Home/School links.

Bring the cross down from the wall during Holy Week so that it can be looked at closely and touched by the children.

RELATED SCRIPTURE

Various New Testament accounts – The Story of the Death of Jesus

OTHER LINKS

- Making a cross to take home.

COLLECTIVE WORSHIP

- Focus upon the Sign of the Cross.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

EASTER – 'ALLELUIA'

ABOUT THE UNIT

In this unit children hear that Jesus came back to life again and that this was a happy time.

WHERE THE UNIT FITS IN

Follows on from NH.

PRIOR LEARNING

That Jesus died on the cross and that this was a sad time.

SKILLS

Singing, clapping, decorate Alleluia for display.

VOCABULARY

Easter, Alleluia, Jesus.

ASSESSMENT

At the end of this unit:

Most children will know that Jesus came back to life and that Alleluia is a word used to show that we are happy.

Less able children will be able to join in with an alleluia song.

More able children will know that this time is called Easter.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear the story of Easter.

C3 To hear simple prayers and hymns.

- Recall with the children the sad time before the holiday. Recall the special sign that reminds us of this time.
- Hear/share the story of Easter when Jesus came back to life again.
- Explore with the children the great joy and happiness that people felt when they realised Jesus was alive again.
- Children to think about things that remind them of joy and happiness (e.g. laughter, smiles, song, etc.).
- When our pets die they don't come back to life. The children to share their memories and experiences.
- Explain to the children that Jesus was a very special person, he was God's Son. Talk about Easter being a time of joy and happiness when we celebrate with an Easter word. The Easter word we use is "Alleluia".
- Learn a simple Alleluia to sing and clap to. Remind the children that whenever we use this word we are thinking of our joy and happiness because Jesus is alive.

LEARNING OUTCOMES

R2 Hear the story of Easter.

- Know that Jesus came back to life.

C3 To listen to and participate in simple prayers and hymns.

- That Alleluia is the special prayer of Easter.

FURTHER DEVELOPMENT

Make a real change of mood in the class room. Use white and gold colours to symbolise this Season of joy and happiness.

Decorate "Alleluia" and display.

Use spring flowers in the room.

Use "Alleluia" in all liturgies.

RELATED SCRIPTURE

Jn. 20: 1-19 – The Story of the Resurrection

OTHER LINKS

- Nature table, spring flowers.
- Use of colour around the room.

COLLECTIVE WORSHIP

- Alleluia in all liturgies and prayer times.
- White and gold for prayer focus – large white candle.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

PENTECOST – THE AIR AROUND US

ABOUT THE UNIT

This unit introduces the Holy Spirit as the third part of the Sign of the Cross and that red is the colour associated with this Season.

WHERE THE UNIT FITS IN

Builds on God the Father and Jesus the Son.

PRIOR LEARNING

That Sunday is an important day.
The Sign of the Cross.

SKILLS

Naming days of the week, praying, observing, reverence.

VOCABULARY

Spirit, air, Sign of the Cross.

ASSESSMENT

At the end of this unit:

Most children will know that air makes things happen. They will know red is the colour for this time of the year.

Less able children will experience activities using the power of air. They will join in making the Sign of the Cross.

More able children will know that some things are invisible and that the Spirit is a special helper.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

C2 Sunday is a special day to pray and talk to God.

R4 Recognise and become familiar with the Sign of the Cross.

- Revise with the children the Sign of the Cross.
- In the name of the Father – link with creation.
- In the name of the Son – link with Christmas.
- In the name of the Holy Spirit which is our focus at this time.
- Name the days of week. On which days do we come to nursery? On which days do we stay at home?
- Explain that Sunday is a special day when people go to church and that it is the day when God came to be with his friends in a special way to help them to be good and help them to be better people.
- Have a selection of candles – different sizes and shapes – all to be lit. Children to count the candles.
- Children invited to blow out the candles one by one – How many are left?
- Consider what made each candle go out.
- Explain to the children that we can't see air, but we can feel it.
- Children to blow onto their own hand both gently and strongly.
- Reinforce the idea that we can feel air but not see it.
- Have a "Red Day". Children to come into school dressed in red for one day.
- In the school hall have red balloon races. Children to use a sheet of paper to move the balloon to the finishing line without touching the balloon.
- Explain to the children that air is invisible, but that it can be powerful. The air helped the balloons move.
- God sent his Holy Spirit. The Spirit is our special helper too. Just like the air we can't see the Spirit but he is there in us, helping us.

C3 To hear simple prayers and hymns.

- Hold a Prayer Service using red candles and tea lights.
- Invite the children to breath gently and in rhythm in order to settle down.
- Help the children to think that God the Holy Spirit is with us.
- Sing Holy Spirit be with us (x3)
O Spirit be with us (to Kumbaya).

- Think of how we get on well together in the nursery, by being patient, helpful and peacemakers. The Holy Spirit helps us to get on together through his gifts.
- In prayer ask for help from the Holy Spirit, the God who is within us to be good children
(e.g. "Holy Spirit helps us to be patient – light candle after each intercession).
- Finish with 'Holy Spirit Song' again or alternative appropriate to the age group.

LEARNING OUTCOMES

C2 To know that Sunday is a special day.

R4 The Sign of the Cross names the Father Son and Holy Spirit, and is a sign of love and blessing.

- The Sign of the Cross is a special sign used by God's Family.
- It is a prayer to Father, Son and Spirit.

- Know that Pentecost is a special celebration.

C3 To listen to and participate in simple prayers and hymns.

- That some things are invisible but have an effect on people and objects around them.

FURTHER DEVELOPMENT

Reinforce the children's knowledge of colours. The class room colour should change to red where possible.

Numeracy opportunities.

Themed "Red Day".

Significant opportunities in this unit to develop scientific experiences.

To be able to recall Nursery rules.

RELATED SCRIPTURE

Acts 2: 1-12 – The Story of Pentecost

OTHER LINKS

- Strong science links in this unit.

COLLECTIVE WORSHIP

- Red.
- Awareness of breathing to settle.
- Link to rules of Nursery and asking for help.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?



SPECIAL CELEBRATIONS

ABOUT THE UNIT

This unit is designed to raise the children's awareness of occasions for celebration, particularly marriage. That celebrations are happy occasions which may include prayers.

WHERE THE UNIT FITS IN

Builds on celebration explored in the units to date.

PRIOR LEARNING

That there are many reasons to celebrate and that some of these take place in church.

SKILLS

Pouring water, singing, clapping, drawing, painting, party games.

VOCABULARY

Wedding, Jesus, Mary, friends, celebration, Bible.

ASSESSMENT

At the end of this unit:

Most children will know that celebrations are happy occasions. That a wedding is a special celebration when people love each other. People wear special clothing.

Less able children will be able to recall a time of celebration in their lives.

More able children will recall some features of the story of the Marriage Feast of Cana.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Recognise relationships of love, e.g. parent – child, and love received and given; e.g. sharing.

Ch3 Ways in which a Christian family and parish share and celebrate life, and show care for one another.

C3 To hear simple prayers and hymns.

- Play a celebrations game. Use visual and oral clues to a variety of celebrations (e.g. tune of Happy Birthday, wedding horseshoe, etc.). Children to guess the celebration.
- Explore common themes of celebrating (e.g. people, food, games, etc.).
- Draw/paint pictures to illustrate celebrations the children have participated in.
- Play party games, e.g. musical bumps, Simon says.

- Each Sunday people gather in church to celebrate together. Recall some of the things that happen in church on a Sunday.
- Another reason to gather in Church is to celebrate a wedding.
- Show photographs or have bridal magazines to talk about the special celebration of a wedding.
- Explore children's experience of weddings. Videos. Make use of bridal dolls where available.

- A wedding is a special celebration for people who love each other.
- Hear the story of the Marriage Feast of Cana.
- Role-play the story using large containers. Children practise pouring skills. What did Jesus do to help make the wedding special?
- Explain to the children that at a wedding in church we ask Jesus to help the people getting married.
- Celebration Liturgy. Teachers may wish to focus on a topical event in their own class. Include clapping, prayers and songs of praise.

LEARNING OUTCOMES

R3 Form and enjoy good relationships with peers and with adults in the school community.

Ch3 Recognise that the Church is a special place where God's people gather to pray.

- Marriage is a special celebration for people who love each other.
- Be able to talk about photographs of people getting married in a church.
- Hear a story of a wedding.

C3 To listen to and participate in simple prayers and hymns.

FURTHER DEVELOPMENT

Another opportunity to show the children a Bible and for them to learn that stories about Jesus come from this book.

Personal and Social Development.

RELATED SCRIPTURE

Jn. 2: 1-11 – The Marriage Feast at Cana

OTHER LINKS

- Photographs of celebrations.
- Social aspects of “turn-taking” when playing games.

COLLECTIVE WORSHIP

- Bible as a reference book from which stories about Jesus are taken. That this book is a focus of reverence.
- To incorporate Alleluia as a word of celebration within liturgy.
- Singing/clapping to signify praise.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?

ABOUT THE UNIT

The unit will develop the children's knowledge experience of the Bible and Mary being the mother of Jesus.

WHERE THE UNIT FITS IN

The unit fits into many of the Nursery Topics.

PRIOR LEARNING

It would be helpful if the children had some experience of:

- hearing stories and talking about them
- recognising important people in their lives.

SKILLS

Listening, joining in discussion.

VOCABULARY

Bible, book, special, Mary, mother, Jesus.

ASSESSMENT

At the end of this unit:

Most children will know that Mary is the mother of Jesus who loved and cared for him. Be able to recall one special story from the Bible, God's special book.

Less able children will know that Mary was Jesus' mother. Know that the Bible is a special book.

More able children will be able to recall some things Mary would have done for Jesus. Be able to recall some special stories from the Bible, God's Book.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

Ch2 The role of Mary and her 'Yes' to God's Word.

R5 Hear in Scriptures the praise of God in creation and the story of creation as God's work.

- Throughout the year there are numerous opportunities to reinforce the Programmes of Study covered and also to incorporate the Programmes of Study and the Learning Outcomes identified in this continuous unit.
- It may be particularly appropriate to cover the theme of Jesus the Healer when talking about illness or identifying the roles of members of the medical profession.

- During the year introduce and remind the children that Mary is the Mother of Jesus.
- Show the children pictures, statues and other images of Mary.
- Children to reflect on Mary being very important to Jesus. Think about the things they might want to ask her if they could.
- Learn a simple prayer to Mary.

- Throughout the year remind the children that the Bible is God's special book.
- Share some Old Testament stories with the children such as the story of Noah to reinforce the idea of God caring for his people.

- Children to hear and role-play a story of Jesus caring for somebody who was ill.
- Create some thank you prayers as part of a liturgy to Jesus for being loving and kind.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

To take opportunities to incorporate R.E. across subject/experience boundaries.

Ch2 Come to know that Mary is the Mother of Jesus.

- Know that Mary is the Mother of Jesus and that she loved and cared for him.
- Be able to join in a simple prayer to Our Lady.

R5 Know that the Bible is God's book.

- Hear and recognise that the Bible is God's special book full of stories about the life of Jesus and his friends.
- Will hear and be able to recall parts of a few stories from the Old Testament.
- Hear the story of Jesus healing somebody who was sick and recognise the love and tenderness he shared.
- Be able to recognise pictures of Jesus in books, posters and artefacts.

RELATED SCRIPTURE

Genesis 6-10 – The Story of Noah and the Flood

Lk. 1: 2-20 – The Birth of Jesus

Mk. 2: 1-12 – Jesus Heals the Man who can't Walk

OTHER LINKS

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COLLECTIVE WORSHIP

- Use the Bible during prayer time. Remind the children this is God's special book and we must listen carefully to the readings.

EVALUATION

What went well?

Which areas of planning need to be developed/adapted next time?

What needs to be revisited/developed in a later unit?