

# **Learning and Growing as the People of God**

**Year One**



# CONTENTS

## YEAR ONE

FOREWORD .....	v
INTRODUCTION .....	vi
Unit A	
CREATION .....	1
Unit B	
FAMILIES & CELEBRATIONS .....	5
Unit C	
PRAYER .....	11
Unit D	
ADVENT .....	17
Unit E	
CHRISTMAS .....	21
Unit F	
JESUS: TEACHER & HEALER .....	27
Unit G	
FORGIVENESS .....	33
Unit H	
LENT .....	39
Unit I	
HOLY WEEK .....	45
Unit J	
EASTER .....	49
Unit K	
PENTECOST .....	53
Unit L	
SHARING JESUS' LIFE .....	57
Unit M	
FOLLOWING JESUS TODAY .....	61



# 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.”<sup>1</sup>

---

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 proclaims<sup>2</sup>. 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."<sup>3</sup>

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 enjoyable 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 life. Although its educational focus will be formed and enhanced by the vitality of faith, the criteria by which the subject is assessed are educational<sup>4</sup>. 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 fulfilment<sup>5</sup> and be guided to that eternal moment where "hope and history rhyme"<sup>6</sup>.

Fr. Joseph A. Quigley  
Director of RE (Schools)  
Feast of the Transfiguration of the Lord, 2001

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

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

<sup>3</sup> *ibid*, paragraph 4

<sup>4</sup> *ibid*, paragraph 8

<sup>5</sup> *Catechism of the Catholic Church*, paragraph 282

<sup>6</sup> Seamus Heaney





# YEAR

# 1

# UNIT A



# CREATION

## ABOUT THE UNIT

This unit is designed to develop the children's appreciation of themselves and the world around them as part of God's creation. It also helps the children to reflect on the need to thank and praise God for his many gifts.

## WHERE THE UNIT FITS IN

This unit builds on previous learning in nursery and reception of the story of Creation.

## PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of the story of creation
- some knowledge of God creating the world
- the ability to identify things that they are thankful for.

## SKILLS

Observation, sequencing, drama, song, psalm writing, prayer writing.

## VOCABULARY

Creation, Bible, Psalm, Harvest, St. Francis of Assisi.

## ASSESSMENT

At the end of this unit:

**Most children will** recognise different parts of God's Creation and be able to show appreciation for it. Know and be able to sequence the story of creation. Be able to write prayers for use in a harvest liturgy associated with God's Creation. Know the story of St. Francis of Assisi.

**Less able children will** identify different things in creation that God has made and know some parts of the story of creation.

**More able children will** show a greater appreciation of the creation of the world. Identify the need to care and look after God's Creation.

A.T.1    A.T.2

1a    1b  
1c  
1d

1a    1c  
1d

2a    2a  
2b    2b  
2c    2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C1** Take part in celebrations which express thanks and praise.  
**R1** Hear and explore in Scripture praise of God in creation and the story of creation as God's work.

**L6** Hear scripture passages which reveal God's love, e.g. psalms of thanks.

**L8** Hear about and explore signs of God's care and blessings in creation and human life.

- Children to collect artefacts, pictures and symbols from the created world.
- Hold a class "show and tell" session. Children to talk about what they have brought to school and how it reminds them of the world in which they live and the different things they find in the world.
- Discuss with the children what they think are the most important things in creation and what would happen if we didn't have certain things.
- In the Bible we find an important story which reminds Christians that God has made everything in the world.
- Read with the children the story of the creation of the world. Invite the children to join in with different parts of the story.
- Hold a guessing game where the children have to remember the different things that God made on the different days.
- Sequence the days and events in chronological order.
- Re-enact the story of creation in drama and song.
- Create a class litany of thanks. Each child names the part of creation they most value (e.g. Thank you God for ... the sunshine because, etc.)
- Write each part of the litany on different coloured strips of paper to use in class liturgies.
- Show children, through pictures and produce, that this is Harvest time and that this is a time for celebration and giving thanks to God.
- Introduce the word "Psalm" to the children. Explain that these are special songs and prayers in the Bible that thank God for his special gifts.
- Share with the children Psalm 8 and 139. Enlarge to A3 so that the children can share the text and begin to recognise the elements of psalms.
- List some of the things that God has made. Why are they important?
- What does Psalm 139 tell us about human beings?
- How long has God known us?
- Provide a writing frame for the children to structure their own psalm thanking God for the gifts of his creation.
- God has made so many different things in the world that need caring for and treating with great respect. Ask the children to think about ways in which we can work to care for creation and other human beings.
- Reflect with the children about people and parts of the world that don't have the gifts of God's creation that they enjoy. Link this with some work about Mission Together and CAFOD.
- Celebrate a Harvest Liturgy or Festival using the litanies and psalms created by the children.
- Share with the children the story of St Francis of Assisi and his love of God's creation.
- Read the story of St. Francis preaching to the birds of the air.
- Why do you think St. Francis spoke to the birds of the air?
- What does this story tell us about the world God has made?
- St. Francis wrote a special song praising God for everything he had made in the world: Sun, Moon, Fire, and Water. Share with the children a version of the song.
- Write a class version of St. Francis' song praising God for the different things that God has made. Begin each verse with the words, "Be praised my Lord."

## LEARNING OUTCOMES

**C1** Take part in celebrations which express thanks and praise.  
**R1** That praise and thanks are expressed in prayer, e.g. creation psalms.

- Know and sequence the story of Creation.
- Understand the story of creation through drama and song.
- Understand more fully what God has created in the world.
- Know that Christians praise God in prayer for the world he has created especially at Harvest time.
- Be able to write a creation psalm.

**L6** That God's love is a source of joy and trust.

**L8** That God's blessings in creation are shown in many varied ways; God's love is shown in the gifts and qualities of every person.

- Know the story of St. Francis of Assisi and his love for God's creation.
- Be able to think of reasons why we rejoice in the gifts of creation.

## FURTHER DEVELOPMENT

Explore the Jewish festival of Sukkot as a celebration of the harvest. This is a celebration that Jesus would have taken part in.

Make a class display of the artefacts from creation that the children have brought into school. These might be used during collective worship.

Children to find out some of the things their families enjoy about the world God has created and to include these in the special liturgy.

Children to hear more about the story of St. Francis of Assisi.

## RELATED SCRIPTURE

*Genesis 1: 2-4 – The Story of Creation*

### OTHER LINKS

Multicultural links: Look at the celebration of the Harvest in the Jewish religion.

Invite parents to attend a special creation liturgy with the class.

### COLLECTIVE WORSHIP

- Hold a special liturgy celebrating some of the work in this topic.
- Use some of the creation psalms in Collective Worship.
- Learn some songs and hymns praising God for the gift of creation.
- Prayers for people who do not enjoy all the gifts of God's creation.

## EVALUATION

**What went well?**

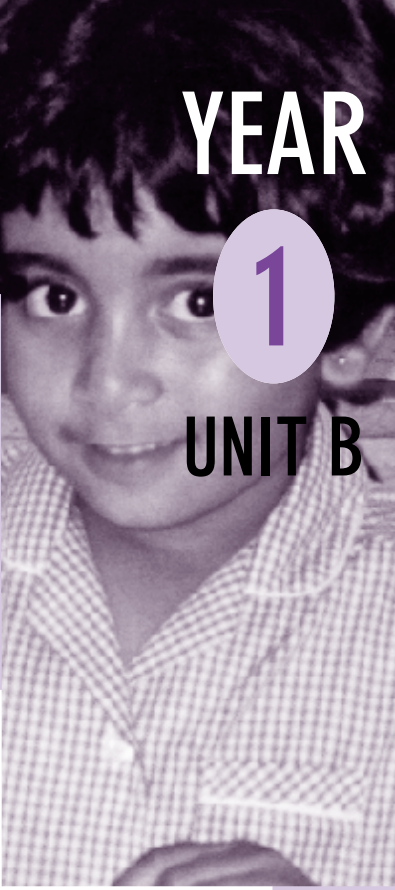
**Which areas of planning need to be developed/adapted next time?**

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

# YEAR

# 1

# UNIT B



## FAMILIES & CELEBRATIONS

### ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of what it means to belong to, and celebrate as, a family. The unit will focus on the Mass, the stories of the Presentation and Finding of Jesus in the Temple and the Wedding Feast at Cana as important celebrations in the life of the Church and Jesus.

### WHERE THE UNIT FITS IN

This unit builds on previous work in Reception on celebrations and is a preparation for further work in Year 2 and Key Stage 2 about some celebrations of the Church.

### PRIOR LEARNING

It is helpful if the children have:

- some prior knowledge of the celebration of Mass
- an understanding of what makes a celebration.

### SKILLS

Discussion, recall of information, brainstorming, interpreting pictures, sequencing, role-play, caption writing, imagining, story board, drama.

### VOCABULARY

Family, celebration, Baptism, Mass, Sunday, Family of God, priest, deacon, procession, sign of cross, Lord have Mercy, Gloria, Gospel, altar, bread, wine, body, blood, consecration, congregation, Presentation in the Temple, Mary, Joseph, Jesus, Simeon, Anna, Finding in the Temple, Jerusalem, Passover, Wedding Feast at Cana, miracle, liturgy.

### ASSESSMENT

At the end of this unit:

**Most children will** be able to describe celebrations in which they have been involved at home or in school and to identify celebrations as an important part of family life. They will understand that Mass is an important celebration for God's family and will be able to describe the different words, actions and gestures that take place. They will understand that in Jesus' life, his family and friends celebrated together and know the stories that tell of this.

A.T.1 A.T.2

1a 1a  
1b 1c

**Less able children will** be able to describe celebrations that they have been involved in and will know that Mass is an important celebration of God's family. They will know that Jesus celebrated with his family and friends.

1a 1a

**More able children will** have a greater understanding of Mass as an important celebration for God's family and will be able to describe in greater detail the different words, actions and gestures that take place.

2a 2a  
2b 2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C2** Recognise the place and value of celebrations in family, school and parish.

**C3** Hear about the Church's celebration of Sunday as a special day.

**C11** To hear about and explore ways in which people pray in church.

**C5** Hear and explore celebrations in the life of Jesus, e.g. Presentation in the Temple, Wedding Feast at Cana.

- Children to recall the different people who are important members of their families and to share a few things about them.
- What are some of the different things the children do with their families? (e.g. live together, eat together, play together, go on holidays, etc.)
- Explain to the children that celebrations are sometimes a special part of family life.
- Recall and discuss celebrations in which the children have been involved (e.g. good work assemblies, birthday party, Baptism, etc.)
- Provide a range of artefacts from different celebrations (e.g. birthday candles, Baptismal garment, wedding ring, etc.) Children to identify the celebration from which the artefact comes.
- Brainstorm the components of a good celebration and create true or false lists.
- Why do we celebrate special events?
- In church Christians take part in many special celebrations. Show the children some pictures of different celebrations that take place in a church. Can the children identify the celebration from the picture?
- Show children some pictures of a Baptism taking place. Revise previous learning in Reception about the pouring of water over the baby at a Baptism. Identify some of the different symbols that are used during this celebration.
- Children to try and find some photographs of their own Baptism.
  
- Explain to the children that to the Catholic Christians the Mass is a very important celebration that takes place in church.
- Show the children lots of different pictures or pictures of a celebration of Mass.
- Ask the children to talk about what might be happening. What are some of the things the priest is doing? What are the people doing?
- Identify important signs and gestures (e.g. blessing with holy water, genuflecting, candles, the altar, the lectern, etc.)
- Explain to the children that God's Family comes together on Sunday to celebrate Mass. Reflect with the children about their individual families being part of the Family of God. Draw and paint pictures about being at Mass. Label names of people and artefacts in the church.
- Sequence with the children some of the pictures that you have shown them about the Mass. Begin with the procession, the sign of the cross and the greeting of the priest. Learn the words of the "Lord have Mercy" and some of the words of the "Gloria".
- Look at the pictures of the reading of the Gospel. Can the children recall any of the special stories of Jesus that the priest or deacon might be reading? Emphasise the importance of listening to Jesus' words at Mass.
- Highlight some of the things that the priest does at the altar.
- Role-play some of the actions of the priest during the celebration of the Mass.
- Explain to the children that the bread and the wine we bring to the altar become the body and blood of Jesus.
- Show the children pictures of the consecration taking place at Mass.
- Give the children pictures of the priest and congregation. Include speech bubbles for children to complete their response to the words of the priest.
- Revisit the different parts of the Mass. Ask the children to identify which artefacts are used at each part of the Mass.
  
- Jesus took part in many special celebrations during his life.
- Share with the children the story of the Presentation of Jesus in the Temple.
- Explore with the children the love and care that Joseph and Mary showed Jesus at this time.
- Highlight the joy and happiness felt by Simeon and Anna when Jesus was brought to the Temple.
- Role-play the story emphasising the feeling of Mary and Joseph, and Simeon and Anna.
- Children to write captions to express the thoughts and feelings of the different characters at this special celebration.

## LEARNING OUTCOMES

**C2** Know that families, the school and parish have special celebrations.

- Know and be able to discuss some of the special celebrations that take place in families, school and church.
- Understand some reasons why we have special celebrations.

**C3** Know that God's Family gathers to meet Jesus at Sunday Mass.

**C11** Know some of the traditional prayers of the Church; know that they can speak to God in formal; prayers and in their own words.

- Know that Sunday is a special day of celebration in church.
- Be able to recall some things that happen at Mass.
- Know some simple responses used at Mass.

**C5** That Jesus celebrated the blessings of God his Father.

- Know that Jesus took part in special celebrations in his life with friends and family.
- Know the story of the Presentation of Jesus in the Temple.
- Be able to recall some of the special things that were said about Jesus.
- Be able to empathise with the thoughts and feelings of some of the characters.
  
- Know the story of Jesus being found in the Temple.
- Understand some reasons why he was in the Temple.

## FURTHER DEVELOPMENT

Create focus display of celebration artefacts brought in by the children.

Display pictures and captions about the Sunday celebration of Mass.

Learn to sing the "Lord have mercy" and a simple "Gloria".

This is an ideal opportunity for the teacher to tell the story through drama rather than by reading a straightforward account.

Find out about some different Jewish celebrations that Jesus would have taken part in.

continued...



## PROGRAMME OF STUDY

## TEACHING STRATEGIES

- Imagine what Joseph and Mary might have said to each other on the way home about what happened in the Temple.
- Share with the children the story of Jesus being found in the Temple at Jerusalem. Explain that Jesus, Mary and Joseph had gone to Jerusalem for a special celebration called Passover.
- Children to recall in their own words the fear and the worry that Mary and Joseph might have felt when they realised Jesus was lost. How did they feel when they had found him?
- Why do you think that Jesus had gone back to the Temple? What was he doing there?
- Create a story board about Jesus being lost and found.
  
- Jesus helped to make other people's celebrations very special.
- Hear, retell and dramatise The Wedding Feast at Cana.
- Record in words and pictures The Wedding Feast at Cana.
- What made this celebration so special?
- Highlight the words and actions of Jesus. Highlight the words and actions of the stewards.
- Children to explain in their own words the amazement of the people when they found the water had been changed into wine. What did this miracle tell everyone about Jesus?
- Children to imagine that they had been at the wedding. Children to retell what had happened and what they thought about this very special celebration.
  
- Explain to the children that whenever Christians come together to pray they celebrate God's love and thank God for his many special gifts.
- Work with the children to create a special liturgy focussed on the things we want to thank and praise God for.



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Know about the Wedding Feast at Cana.
- Recall and dramatise the story.
- Know that this was Jesus' first miracle and that it showed that he had special qualities.

## RELATED SCRIPTURE

*Lk. 2: 22-38* – The Presentation of Jesus in the Temple

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

## OTHER LINKS

Home-school-parish links might be developed through this unit of work.

## COLLECTIVE WORSHIP

- Use some prayers from the celebration of the Mass during Collective Worship.
- Pray for people in the parish who attend the celebration of Mass.
- Write prayers for special celebrations that occur such as birthdays and other important days in school.
- Learn some songs and hymns about celebrating with Jesus.

## EVALUATION

**What went well?**

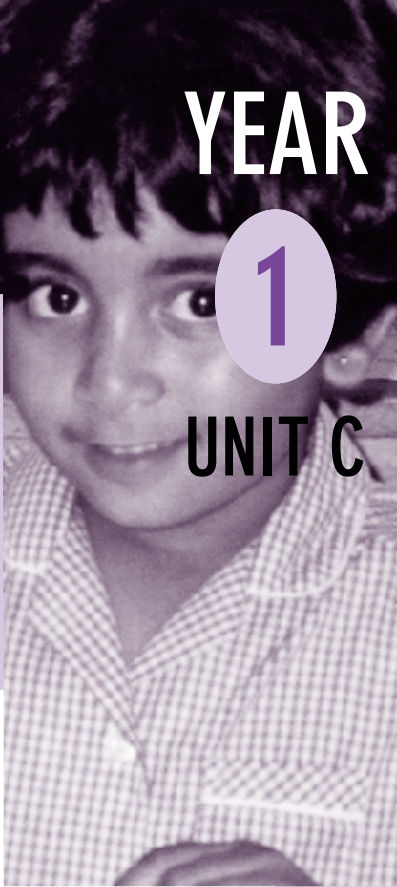
**Which areas of planning need to be developed/adapted next time?**

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

# YEAR

# 1

# UNIT C



# PRAYER

## ABOUT THE UNIT

This unit is designed to develop the children's understanding of prayer as a special way of spending time with God. In the unit the children will also explore the vocabulary, actions, places and aids associated with prayer, with particular reference to the prayer of praise and intercession. The children will also explore how Christians give praise to God in the psalms and in prayers like the "Glory Be To The Father" and the "Our Father".

## WHERE THE UNIT FITS IN

This unit builds on previous learning on prayer in Reception. It is also the foundation for other units on prayer in Year 2 and Year 3.

## PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of what prayer is
- prior experience of praying together for various reasons
- prior knowledge of the "Our Father".

## SKILLS

Thinking skills, recall of knowledge, prayer writing, psalm writing, group work, reflection, guided meditation.

## VOCABULARY

Prayer, God, praise, thank, psalm, celebration, Glory Be To The Father, Our Father, candles, incense, blessing, holy water, altar, statue, icon, sign of the cross, Lord hear our prayer.

## ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> understand that prayer is a special way of spending time with God and will be able to describe ways in which they pray. They will be able to identify what they want to praise, thank and ask God for in prayer and will be able to include these in their own prayers. They will also understand how some things can help Christians pray and the way in which Christians give praise and thanks to God in traditional prayers.	<b>1a</b> <b>1b</b>	<b>1a</b> <b>1b</b>
<b>Less able children will</b> understand that prayer is a special way of spending time with God and will be able to create simple prayers of praise, thanks and intercession.	<b>1a</b>	<b>1a</b>
<b>More able children will</b> have a greater understanding of prayer as a way of spending time with God and will be able to express their praise and thanks in a more sophisticated way. They will be able to identify a greater range of things to include in their own prayers.	<b>2a</b> <b>2b</b> <b>2c</b>	<b>2a</b> <b>2b</b> <b>2c</b>

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C1** Take part in celebrations which express thanks and praise.  
**C9** To use their own words for prayer.

**C8** To hear, use and join in prayers from Scripture and Tradition.

- Children to think about the different people they like talking to and spending time with.
- Reflect with the children about prayer being an important time for Christians to talk to God and to spend sometime with God.
- When do we pray at school? What do we say and do? What is the difference between our morning, lunchtime and evening prayers? What things are we saying to God at the different times of the day?
- Explore with the children why prayer time is important and special for everybody in school.
- Children to imagine that somebody is about to come into class who knows nothing about prayer. What things would they tell this person about prayer?
  
- In the Celebrations unit we learned to say thank you to God. What else do we say to God when we pray?
- Explore with the children common vocabulary within prayer (e.g. praising God, thanking God, asking God to help us, telling God that we love him).
- Children to think of things that they praise God for. What are the things that they thank God for? What are the things that they ask God's help with?
- Why do you think it is important to thank God and ask God's help? Make a class list that can be referred to during prayer time.
- Provide the children with examples of prayers that praise and thank God and ask for God's help.
- Provide writing frames to help the children structure their individual prayers to praise, thank and ask God's help.
- Create word banks for the children to use as they write their own prayers asking God's help and thanking God for the gifts that they receive.
  
- Investigate Psalm 150. Identify the different ways and places where God can be praised.
- Group activity to create a praise psalm (this could be taped).
  
- Learn the Glory be to the Father as a prayer of praise. Remind the children that in this prayer we remember that God is Father, Son and Holy Spirit.
- Do we always have to pray out loud with words?
- Explore opportunities to talk to God quietly without speaking any words. Reflect with the children about enjoying peoples company sometimes even when you don't speak. Contrast this with opportunities for silent prayer.
- Lead the children in a guided meditation about talking to Jesus when we pray.
  
- Explore the use of aids to prayer and places to pray (e.g. candles, incense, music, actions, blessing with holy water, the altar, side chapels, statues and icons). If possible visit the church and identify different things that help people to pray.
- Ask the children to think about why the church is an important place to pray in. Ask them to recall some of their thoughts and feelings about this special place of prayer.
- Children to write a short reflection about their visit to the church and what they saw and experienced.
  
- Explore with the children some of the different actions that we do when we pray (e.g. Joining hands, sitting, standing and kneeling, sign of the cross, etc.)
- Discuss the different people that we pray for. Make a prayer web with the names of the different people who need the help of our prayers.
- Create prayers of intercessions for other people's needs. Teach the children a response to the prayers of intercession (e.g. Lord, Hear our prayer).

## LEARNING OUTCOMES

**C1** Develop an understanding of the reasons to thank and praise God.

**C9** That in prayer God speaks to us.

- Know that Christians gather together to thank and praise God for all his gifts and explain why they do so.
- Use their own words to write prayers of praise, thanks and intercession.
- Appreciate that when we pray we talk to God.

- Know that the Psalms are special prayers that thank and praise God for his gifts.
- Be able to create a “praise psalm”.

**C8** Know of some traditional prayers of the Church – wider range; of how to pray together, silent prayer; that they can speak to God in formal prayer and in their own words.

- Know that silence is an opportunity to listen and pray to God.
- Identify some of the different ways people pray in Church.
- Use their own words to write simple thank you and asking prayers.

## FURTHER DEVELOPMENT

Link with maths and different times that we pray during the day.

Link with music. Identifying instruments and using percussion.

Learn a sung version of the Our Father.

continued...

## PROGRAMME OF STUDY

**R2** Hear, read and explore and reflect upon a variety of Scripture imagery which speaks of God in the New Testament.

**C10** To hear about and explore Jesus' prayer to the Father.

## TEACHING STRATEGIES

- November is the special month for remembering those who have died. Who would they like to remember? Create a special prayer for those who have died.
- Children to share the story of how Jesus taught the disciples to pray the "Our Father".
- Create a version of the Our Father on A3 paper for the children to read with you.
- What are the children's favourite words in this prayer?
- Think and talk about the meaning of some of the special words in this prayer. What does it say about God our Father? What are some of the things we ask God to do?
- Create actions to go with the words. This could be done in pairs.
- Identify parts of the Our Father which praise, give thanks to God or ask God's help.
- Explain to the children that this is the daily prayer of all Christians and that it reminds us that we belong to the wider Family of God.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**R2** That scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

**C10** That Jesus celebrated the blessings of God his Father.

- Recall the scripture passage when Jesus told his disciples to call God their Father.
- Learn and reflect together on the Our Father.
- Know that the Our Father is a prayer which unites all Christians.
- Understand the meaning of some of the special words in this prayer.

## RELATED SCRIPTURE

*Mt. 6: 9-15 – Jesus Teaches His Disciples How to Pray*

*Lk. 11: 1-4*

### OTHER LINKS

Music links: Some important music links exist with this unit of work. Explore with the children that music and singing can be an important form of prayer.

### COLLECTIVE WORSHIP

- Use music and hymns during class prayer.
- Highlight praise, thank you and asking prayers.
- Use different gestures and postures in prayer.
- Pray the “Our Father” using both words and actions.

## 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?**



# YEAR

# 1

# UNIT D



# ADVENT

## ABOUT THE UNIT

This unit is designed to develop the children's understanding of Advent as a time of waiting and preparation for the celebration of the birth of Jesus and his coming again. The unit also develops the children's understanding of Advent as a joyful liturgical season and allows them to participate in a special liturgy.

## WHERE THE UNIT FITS IN

The unit builds on previous learning in Reception about Advent.

## PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of Advent
- prior experience of making preparations for an event.

## SKILLS

Brainstorming, art, selecting preferences, group work, recording information, prayer writing, interpreting symbols.

## VOCABULARY

Advent, Jesus, waiting, preparing, celebration, Gaudete Sunday, Rejoice Sunday, candle, Advent wreath.

## ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> understand that Advent is a time of waiting and preparation for the celebration of the birth of Jesus. They will know how the season is structured and will be able to explain some ways in which the season is celebrated at home, in the parish and in school. They will also be able to explain the importance of making preparations for the celebration of Jesus' birth and identify some ways of doing this. They will also understand that Advent is a time of joy and will be able to participate in a special liturgy to celebrate the season.	1a 1b	1a 1b 1d
<b>Less able children will</b> understand that Advent is a special time leading up to the birth of Jesus and that during this time we get ready to celebrate.	1a	1a
<b>More able children will</b> have a greater understanding of Advent as a time of waiting and preparation for the celebration of the birth of Jesus and his coming again. They will be able to identify ways in which they can prepare for the birth of Jesus.	2a 2b 2c	2a 2c 2d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C4** Become familiar with some ways the Church celebrates major seasons of the liturgical year.

- Re-introduce the word Advent and explain that this is a new season and a special time in the Church's year.
- Make a classroom banner displaying the word Advent.
- Make a classroom calendar using 4 card candles with the days of the week on each. (NB 3rd one is pink) so that each day can be marked off.
- Revise and reinforce prior learning about Advent.
- Find out about some of the things that happen in church to celebrate the Season of Advent.
- Children to share some of their experiences of having to wait for something. Create a mind-map to record some of the children's ideas. Is it easy to wait for something? Why is it difficult?
- Explain to the children that during Advent Catholic Christians wait for two things: The birthday of Jesus at Christmas and for Jesus to come into the world again.
- If you were waiting for somebody important to come, what would you do to get ready? What things might Jesus expect us to do to prepare for him to come again?
  
- Brainstorm ideas about preparations they have experienced, e.g. going to school, getting ready for bed, getting their bedroom ready to be decorated, etc.
- Using baby catalogues get the children to cut out three things a newborn baby needs. Get the children to explain what they have chosen and why.
- Introduce the idea of Mary and Joseph having to prepare for the birth of Jesus by giving the children a basket of baby things both modern and available in Mary and Joseph's time. Children have to select those things Mary and Joseph would have had (very little).
- Create two pictures, one of a pregnant mother and the other of Mary. Each woman is holding a bag and saying "In my bag I have ...". The children can either write or draw to show the differences between then and now.
  
- Advent is a time when we prepare ourselves for the celebration of Jesus' birthday. Mary and Joseph had to prepare for Jesus' birth. During Advent, Christians try to do their best to live like Jesus as a preparation for the celebration of his birthday.
- Children to work in pairs or in small groups to come up with ideas about what they could do to make this season a preparation for Christmas. Ask the children to consider different preparations at school and at home.
- Create a preparation chart for the classroom and ask the children why they think the things they have chosen might be important as part of their Christmas preparation.
  
- Children to write prayers about the special preparation they are undertaking. Provide children with a writing frame and encourage them to use words about Advent being a preparing time and why they are committing themselves to certain preparations.
  
- Children to think about the things that make them happy and filled with joy.
- Revise previous learning about the candles on the Advent wreath and the third candle representing the Third Sunday of Advent. Explain that this Sunday is called "Graduate Sunday" which means "Rejoice Sunday".
- Celebrate the 3rd Sunday of Advent by talking about the pink candle on the Advent wreath symbolising rejoicing because Jesus is near.
- Why is Advent a time of rejoicing? Why do you think Advent is a special time to rejoice? Ask the children to think about what it would have been like if Jesus had not come into the world. Would there be as much joy and happiness in our lives? Create a tape recording of the children's thoughts.
  
- Children to prepare and take part in a special liturgy to celebrate the third week of Advent and the joy that this season prepares us for, Create prayers of praise and thanks for this season of preparation and the joy that the celebration of Jesus' birth will bring.

**C1** Take part in celebrations which express thanks and praise.



## RELATED SCRIPTURE

### OTHER LINKS

Social development links: Lots of opportunities to explore issues of children living and growing up in poverty.

Home-school links: Encouraging parents to take part in Advent preparations with their children.

### COLLECTIVE WORSHIP


- Use the children's special prayers of preparation that they have written as part of their work.
- Learn and use a special "rejoice" song for the Third Week of Advent.
- Hold a blessing ceremony for the Advent wreath.

## 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?**



YEAR

1

UNIT E

# CHRISTMAS

## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of Christmas as a celebration of the birth of Jesus. The unit also develops the children's understanding of the importance of the birth of Jesus through the events that happened before and after, and the impact it had on the people involved.

## WHERE THE UNIT FITS IN

The unit builds on previous learning about Christmas in Reception. It also build on the previous unit in Year 1 about Advent as a time of preparation.

## PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of the Christmas story.

## SKILLS

Interpreting pictures and symbols, recall of knowledge, imagining, role-play, technology, prayer writing, sequencing, recording information, research, art, guided meditation, letter writing, brainstorming.

## ASSESSMENT

At the end of this unit:

**Most children will** know and be able to describe the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus' birth in the stable and the visit of the wise Men. They will know that the birth of Jesus was a very important event in the lives of the characters in the story and continues to be important today for Christians.

**Less able children will** know the story of the Annunciation, Joseph's dream, the journey to Bethlehem, Jesus' birth in the stable and the visit of the Wise Men.

**More able children will** be able to explain why the birth of Jesus was, and is, such an important event.

## VOCABULARY

Christmas, Annunciation, Mary, Angel Gabriel, Joseph, Nazareth, Bethlehem, inn, stable, Wise Men, gift.

A.T.1    A.T.2

1a    1a  
1b    1b  
1c    1c

1a    1b

2a    2a  
2c    2b

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C4** Become familiar with some ways the Church celebrates major seasons of the liturgical year.

**R2** Hear, read and explore and reflect upon a variety of Scripture imagery which speaks of God in the New Testament.

**R3** Hear, read and become familiar with the main events, characters and places in the life of Jesus: The Nativity.

- Show the children different pictures and symbols that represent different parts of the Christmas story.
  - What event are we remembering and celebrating? From the pictures and symbols ask the children to recall as much as they can remember of the Christmas story.
  - Identify the names, characters and places in the story.
  - Read the story of the Annunciation together. Discuss the feelings of Mary and Gabriel.
  - What does this story tell us about Jesus?
  - Ask the children to close their eyes and imagine that they are in Mary's house when the angel first came. Ask the children to imagine what the house looks like and what Mary is doing at the time. What expressions come on her face when the Angel Gabriel arrives? What does the angel look like? Imagine the angel speaking to her. What does the angel say and how does Mary respond?
  - Get the children to role-play Mary and Gabriel in pairs.
  - Make stick puppets and use them to enact the story of the Annunciation.
  - Give the children a picture of Mary and Gabriel with speech bubbles for both and a thought bubble for Mary. Provide a writing frame to support this.
  - Imagine you were Mary. What would you have done after the angel left? Who would you have told about your special visitor and what would you have told them?
  - Children to write a short prayer to Mary expressing why they are glad that she said "yes" to the angel.
  - Get the children to write captions underneath old Christmas cards depicting the Annunciation. Ask them to describe what they see in the picture and why they like it.
  - Focus upon the words Gabriel uses to greet Mary. Where do we use those words today? Get the children to write Gabriel's greeting in their own words on angel shaped paper to be placed on the prayer table.
  - Share with the children the dream of Joseph. Role-play the dream.
  - What was Joseph asked to do by the angel? What would he have had to do to look after Mary?
- 
- Teacher and children to retell the story of the birth of Jesus. Begin with the journey from Nazareth to the birth of Jesus in the stable at Bethlehem.
  - Revise with the children the preparations that Mary and Joseph would have made for the baby.
  - Give the children a variety of pictures from which they can select the things they think Mary and Joseph would have taken with them.
  - Write a list of the things Mary and Joseph would need for a journey (e.g. food, bedding, clothes, etc.)
  - Discuss how the journey was made. What alternative transport could they have used? What would they use today?
  - Discuss the arrival in Bethlehem and why there was nowhere to stay.
  - Imagine you were the Inn-keeper. Write your story about Mary and Joseph looking for somewhere to stay. Provide the children with a writing frame to complete this.
  - Using old Christmas cards or pictures get the children to sequence the story and to write captions for each picture.
  - Explore with the children some of the thoughts and reactions of the different characters that turn up in the story of the Nativity.
  - Children to imagine that they are in the stable with Mary, Joseph and the baby Jesus. Describe the scene, what does the stable look like? What do Mary and Joseph say to you? What does it feel like to be standing in the middle of this very important scene? Share your reflections together.
- 
- Get the children to find out the events surrounding their own birth by sending home a fact file for the parents to fill out. Include details such as where, when, what time, who was there, what did people say, who chose the name, etc. The children can then share their own birth stories.
  - Using the same fact file get the children to complete it in pairs in the role of Mary and Joseph.

## LEARNING OUTCOMES

**C4** Know the basic meaning of Christmas.

- Know the name of the Liturgical season Christmas.
- Know the story of the Annunciation.

**R2** That scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

- Know the story of the dream of Joseph.
- Be able to think of some of the ways Joseph cared for Mary.

**R3** That Jesus is the Son of God.

- Know, retell and be able to write about the story of Jesus' birth at Bethlehem.
- Compare and contrast the birth of Jesus with the birth of a baby today.

## FURTHER DEVELOPMENT

Begin to display in the classroom different signs and symbols associated with the Feast of Christmas.

Create a class display of pictures of the Annunciation. Pray the Hail Mary as part of class prayers and remind the children that part of this prayer is found in the story of the Annunciation.

Use a map to highlight Nazareth and Bethlehem. Why do the children think we call the land of Jesus' birth the Holy Land?

Find some images of the birth of Jesus from other cultures. Learn a Christmas hymn from another culture.

Invite a midwife or an expectant mother to talk with the children about the birth of a baby today and the care that it needs.

Make a class display of the similarities and differences between the birth of Jesus and the birth of a baby today.

continued...



## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C1** Take part in celebrations which express thanks and praise.

- Share the words of the 1st verse of Away in a Manger together. Let the children illustrate this on one side of a page opposite an illustration of their own birthplace.
- Find and explore other carols which tell of Jesus' birth and let the children illustrate them.
- Read Jesus' Birthday Party (Nicholas Allen) to explore how different people responded to his birth.
- Use guided meditation to allow the children to explore their own response to Jesus' birth.
- Brainstorm ideas and words that express the children's feelings about the birth of Jesus.
- Children to write prayers to Jesus about what they have learnt about his birth and why they think it is so special.
- Make an illustration of the stable scene, surround it with words and captions to describe the children's feelings about the birth of Jesus.
- Complete a chart categorising the presents received (e.g. toys, board games, computer games, etc.) Children can talk about their most favourite gift received and why it is important to them.
- Explore with the children the idea of gifts being given and received at Christmas as a reminder of the gifts that were brought to Jesus.
- Hear and reflect upon the story of the Wise Men.
- Why do you think they wanted to give Jesus special gifts?
- Children to write thank you letters for presents they received.
- Revise what we have just celebrated. What have we to say thank you for? To whom should we say thank you?
- Write prayers giving thanks for Jesus. What do you really appreciate about Jesus? Why do you think he is so important?
- Use a selection of the prayers, stories, pictures, carols from this unit to celebrate the end of Christmas with a big thank you liturgy.



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

Write their own prayers expressing their own thoughts about the birth of Jesus.

**C1** Develop an understanding of the reasons to thank and praise God.

## RELATED SCRIPTURE

*Lk. 1: 26-38* – The Story of the Annunciation

*Mt. 2: 13-15* – The Dream of Joseph

*Lk. 2: 1-20* – The Birth of Jesus

*Mt. 1: 18-25*

## OTHER LINKS

## COLLECTIVE WORSHIP

- Use the “Hail Mary” during Collective Worship.
- Learn some songs about Mary and the Angel Gabriel.
- Pray for mothers who are expecting a baby.

## 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?**

# YEAR

# 1

# UNIT F



## JESUS: TEACHER & HEALER

### ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the person of Jesus and his ministry as a teacher and healer. The unit will also develop their understanding of what Jesus' ministry reveals to us about God, how the Church continues that ministry today in various ways and how Christians are called to follow the example of Jesus in their lives.

### WHERE THE UNIT FITS IN

The unit builds on a few stories that the children will have heard in Reception about Jesus caring for the sick and teaching people about God the Father. This unit also provides the foundation for future learning about parables and miracles in Year 2 and in Key Stage 2.

### PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of some of the stories Jesus told
- prior knowledge of some stories about Jesus performing miracles.

### SKILLS

Brainstorming, mind-mapping, drama, role-play, recording information, discussion, sequencing, imagining, art, questioning, hot seating, writing, prayer writing.

### VOCABULARY

Jesus, God, teacher, parables, Good Samaritan, Prodigal Son, the Lost Sheep, Jairus' Daughter, Feeding of the Five Thousand, the Healing of the Blind Man, miracle, healing.

### ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> understand that Jesus taught people about God and how they should live through stories called parables, and that he performed miracles that healed people. They will also know some of the parables that Jesus told and will be able to explain what he is teaching us through them. They will know that Jesus performed miracles that healed people of illness, disease, disability and will know that Christians are called to follow this example of care today.	1a 1b	1a 1b 1c
<b>Less able children will</b> know that Jesus told stories and made people better. They will know some of the stories that Jesus told and some of the ways in which he made people better.	1a	1a 1b
<b>More able children will</b> know in greater detail the parables Jesus told and will be able to explain what he is teaching us through them. They will also know ways in which the Church continues Jesus' healing ministry today.	2a 2c	2a 2b 2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear, read and become familiar with the main events, characters and places in the life of Jesus.

**R2** Hear, read and explore and reflect upon a variety of Scripture imagery which speaks of God in the New Testament, stories of significant people.

**L6** Hear Scripture passages which reveal God's love.

- Brainstorm to find out what children already know about the life of Jesus. What did he do? What did he say? Who did he spend time with. What did he teach us about God Our Father? Create a mind map to record information.
- Introduce the idea that part of Jesus' role was to teach people about God and about how to live their lives and that he often did this by telling stories called parables. Explain to the children that a parable is a special story with an important message.
- Share the story of the Good Samaritan with the children.
- In groups children to act out the story of the Good Samaritan.
- In groups complete a fact file/character profile on one of the characters from the story. As a class discuss the findings of each group.
- Present the story in jumbled paragraphs. Children to use arrows to show the sequence of the story.
- Prepare a large piece of paper which says "In the story of the Good Samaritan Jesus is telling us...". Put this in an accessible place with pencils and post-its nearby. As the children come to an understanding they can post their idea on the paper.
- What does the parable teach us about right and wrong actions?
- How do you know that what the Good Samaritan did was a right action?
- What would have happened if he had failed to look after the man?
- Imagine that you are the man who was set about by the robbers. Tell your story to the rest of the class. Invite the children to ask you questions about what happened.
- Jesus told the people who heard the parable to go and live like the Good Samaritan. Children to think about different things that they can do in their daily lives to be more like the Good Samaritan. Why do they think it might be important to be a Good Samaritan for others?
- Create some pictures of the Good Samaritan and speech captions for the children to fill in their ideas of how they can take on this role today.
- Share the story of the Prodigal Son with the children.
- In groups prepare a question to ask one of the characters (e.g. Why did you spend all the money? Do you like your brother? etc.)
- Hot seat the different characters letting different children take turns in being the different characters.
- Write a list headed good points and bad points for one of the two sons in the story. This can be done individually, in pairs or in groups.
- Prepare a large piece of paper which says "In the story of the Prodigal Son Jesus is telling us..." Put this in an accessible place with pencils and post-its nearby. As the children come to an understanding they can post their idea on the paper.
- Imagine that you were the father. How did you feel when your son left home? What was it like for you when he was away? What did you think when you saw him returning?
- In this parable we learn about forgiveness. Do you think that we always have to forgive other people when they have done something that is wrong? Why?
- Share with the children the story of the Lost Sheep.
- Fold a piece of paper in half and head each side before and after. The children can draw a picture of the Shepherd showing his feelings before and after he found his sheep. They can add words which describe his feelings.
- Prepare a large piece of paper which says "In the story of the Lost Sheep Jesus is telling us..." Put this in an accessible place with pencils and post-its nearby. As the children come to an understanding they can post their idea on the paper.
- Why did the Good Shepherd go looking for the sheep?
- How did he feel when he found it?
- Do you think the Shepherd forgave the sheep for getting lost? How do you know?
- What does this parable tell us about God? What does it tell us about forgiveness?

## LEARNING OUTCOMES

**R3** That Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.

- Know and recall a range of stories and events from the New Testament in which Jesus describes and tells us what God is like.

**R2** That Scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

- Know the meaning of the word "Parable".
- Know the Parable of the Good Samaritan.
- Understand that it shows followers of Jesus how to live.
- Reflect upon the way they can be a Good Samaritan.

**L6** That God's love is a source of joy and trust.

- Know the Parable of the Prodigal Son.
- Understand that it contains important messages about God's forgiveness.
- Reflect on the attitudes of different characters in the parable.

- Know the Parable of the Lost Sheep.
- Understand its message of the joy and forgiveness of God.
- Reflect on the value and importance of forgiveness.

## FURTHER DEVELOPMENT

Create a class display entitled "What we know about Jesus."

Children to look at different pictures of the Parable of the Good Samaritan from different sources, comparing and contrasting their message.

Learn some songs about Jesus being the Good Shepherd.

Use the Parable for role-play and class assembly.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**L3** Hear about, read and explore ways in which Jesus showed love and respect for others.

- Give children pictures of characters from all three stories and a word bank. Children to select appropriate words for different characters.
- Write a profile of the character they have chosen using the words from the word bank to describe the character.
- Children need to know that Jesus was a miracle worker, and that the power to perform miracles was a sign of God's power working through him.
- Share the story of Jairus' daughter with the children.
- Retell the story onto tape either in groups, pairs, individually.
- In groups make up actions to accompany the story tape.
- Make lists of words to describe the different characters in the story.
- What does this miracle tell us about Jesus?
- Imagine you are Jairus or his daughter. Write a thank you note to Jesus for what he has done for you.
- Share the story of the Feeding of the Five Thousand with the children.
- Why were they there listening to Jesus?
- What was the journey like on the way there?
- Which words describe the actions of Jesus?
- Imagine you are the boy with the loaves of bread. What would you say to Jesus when you gave him the bread? What do you think Jesus would say to you?
- Imagine that you are one of the people picking up the scraps that were left over. How would you feel when you realised there had been enough food for everyone?
- Retell the story in pictures using a zigzag book.
- Role-play a discussion before and after the Feeding of the Five Thousand between two people who were there.
- Christians today spend a lot of time caring for people in the world who have no food. Find out about the work of CAFOD and Mission Together, to feed and care for starving people.
- Share the story of the healing of the blind man with the children.
- Retell the story in a circle with each child taking a turn to continue the story.
- What do you think it would be like to be blind? Brainstorm words and feelings about this. What couldn't you do?
- How did Jesus change life for the blind man?
- Highlight the words of Jesus and the blind man. What does the story tell you of the blind man's trust in Jesus? What do you learn about Jesus from this miracle?
- Compare the miracle stories by illustrating what Jesus said and did each time he performed a miracle.
- Make posters advertising Jesus coming to town. Prepare simple phrases on the computer which the children can alter in size and font colour, to stick onto their poster.
- Today God's Family care for sick people in a special way.
- Get your priest or a member of the parish to come and talk to the children about how the sick are cared for today.
- Collect some photos of SVP visits, people receiving Communion at home. Discuss the different roles people can choose to play in the parish to care for the sick.
- Talk to the children about pilgrimages to holy places that people who are sick sometimes undertake. Explain that this provides them with an opportunity to pray and ask God to make them well, or help them to cope with their illness.
- Write and send prayers to sick people within the parish. Pray for people who are sick at school and at home.



## RELATED SCRIPTURE

*Mt. 22: 34-40* – Jesus Teaches About the Greatest Commandment

*Mk. 12: 28-34*

*Lk. 10: 25-37* – The Parable of the Good Samaritan

*Lk. 15: 11-32* – The Parable of the Prodigal Son

*Lk. 15: 1-10* – The Parable of the Lost Sheep

*Mt. 9: 18-26* – The Healing of Jairus' Daughter

*Mt. 14: 13-21* – The Miracle of the Feeding of the Five Thousand

*Mt. 20: 29-34* – The Healing of the Blind Man

## OTHER LINKS

## COLLECTIVE WORSHIP

- Use the parables and miracles studied during prayer time.
- Pray for people who are sick and those who care for them. Remember especially sick people in the parish.

## 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?**



# YEAR

# 1

# UNIT G

# FORGIVENESS

## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the importance of forgiveness as a gift we receive and as a way that we can show love to others. The unit will also explore the choices that children make, that these can be good or bad and the consequences that arise from them. The unit will also develop the children's understanding of the need to say sorry when bad choices are made.

## WHERE THE UNIT FITS IN

This unit builds on work in Nursery and Reception about saying sorry and asking for forgiveness.

## PRIOR LEARNING

It is helpful if the children have:

- some prior knowledge and experience of forgiveness and saying sorry
- prior knowledge of the parable of the Prodigal Son
- some prior knowledge and experience of making choices.

## SKILLS

Discussion, imagining, role-play, questioning, hot seating, decision making, prayer writing, singing, art, interpreting symbols.

## VOCABULARY

Forgiveness, Prodigal Son, Jesus, choice, sin, consequence, sorry, sign of peace, St. Francis of Assisi, sign of the cross, stole, priest.

## ASSESSMENT

At the end of this unit:

**Most children will** know that there are times when forgiveness needs to be given and received. They will be able to describe the parable of the Prodigal Son and the story of the sinful woman, and explain what they teach us about God's forgiveness and the chances he gives us to change. They will understand that everyone makes choices and be able to differentiate between good or bad ones, identifying possible consequences of both. They will also understand the need to say sorry and will be able to identify ways of showing sorrow and forgiveness.

A.T.1    A.T.2

1a        1a  
1b        1b  
            1c  
            1d

**Less able children will** know that we sometimes need to be forgiven for things we have done and to forgive others for things they have done. They will also understand the need to say sorry.

1a        1b

**More able children will** have a greater understanding of the giving and receiving of forgiveness and the effect this can have in our lives. They will be able to explain the consequences of making bad choices for themselves and others.

2a        2b  
2b        2d  
2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**L1** Recognise love shown to them and to explore opportunities to show love towards others.

**Ch3** Opportunities today to live and share life following the example of Jesus.

**C6** Hear and explore Gospel Accounts of how Jesus gave individuals the chance to change.

**L2** Hear about, recognise and explore ways in which they are free to choose.

- Share with the children some stories about forgiveness being given and times when forgiveness was not shown.
- Explore with the children the importance of being a forgiving person.
- What does it feel like to be forgiven? When have you needed forgiveness? Have you ever found it hard to forgive somebody?
- Revise the Parable of the Prodigal Son and how that parable tells us that God is always forgiving.
- Divide the story (presented either in pictures or text or both) onto separate cards. In groups/pairs get the children to hold up the part of the story where someone makes a bad decision, where someone says sorry, where forgiveness is shown.
- Discuss the story in detail. Which characters do something wrong? What do they do? Are they both sorry for what they do?
- Imagine you are the older brother working in the fields. What would you say to your father when you found out that your younger brother was back? Would you be angry? Why?
- Imagine your meeting with your younger brother, will you be as forgiving as your father?
- Share the story of the stoning of the sinful woman, *John 7:53* (use a text which has been modified), with the children.
- Discuss the story. Why was Jesus' reaction unusual? What would the crowd have thought?
- Role-play the story.
- Prepare questions in order to Hot Seat Jesus, the woman, the crowd, the disciples.
- Have pictures of all the characters including the disciples with speech bubbles saying "I felt ..... when I first saw the woman", "I felt ..... when Jesus spoke to the crowd." Have a word bank available so that children can select appropriate words, e.g. angry, ashamed, astonished, etc.
- Explore with the children the choices they have to do something that is right or wrong.
- Can the children recall examples from their own lives when the choices they have made?
- Reflect with the children on the consequences of their wrong choices.
- Introduce the word "sin" to describe those things that people do or fail to do that are wrong.
- Give children a scenario where someone has to make a choice (e.g. a playground situation). Then give them different options which are placed in different areas of the classroom. The children go and stand by the option they think the person should take. The different groups can explain why they chose that particular option. Repeat this activity using different scenarios making the choices subtler each time.
- Prepare a flip over book where one extra piece of information is revealed on each page, e.g. Pg.1 David was being very naughty in class. What should Miss Smith do? Pg.2 David's Nan went into hospital last night and David hasn't had any sleep and no one's told him what's happening. What should Miss Smith do?
- Give children pictures of real life situations where children can illustrate an appropriate conclusion.
- To conclude this part, provide children pictures of real life situations where forgiveness needs to be given. Provide them with speech bubbles with captions. The speech bubbles should contain phrases like "I'm sorry", "Forgive me", "I forgive you" to stick on the appropriate characters.
- Let the children draw pictures with a written caption of situations from their own lives where they have made bad and good choices.

## LEARNING OUTCOMES

**L1** Of opportunities to give and receive love.

**Ch3** That the Church is men, women and children who try to follow the example of Jesus.

- Know the Parable of the Prodigal Son.
- Understand that through parables Jesus taught his disciples about the importance of forgiveness.
- Role-play and discuss important parts of this parable.

**C6** That Jesus brings the Good News of God's love and forgiveness; that God's love helps people to change and to choose what is good; that at times everyone needs to say sorry and ask forgiveness.

- Know that Jesus brought God's forgiveness to others.
- Understand some reasons why he forgave the sinful woman.

**L2** That choices affect ourselves and others.

- Know that we have opportunities sometimes to choose right from wrong.
- Understand some of the consequences of wrong choices.

## FURTHER DEVELOPMENT

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

- Write sorry prayers on purple paper to put on the prayer table.
- If children need/want to say a sorry prayer light a purple candle.
- Develop the idea of the “sign of peace.” What do we do at Mass to show that we want to offer peace to all those around us?
- Encourage children to use the sign of peace and say the words when situations in their own lives have been resolved.
- Introduce the children to the words of the prayer of St. Francis of Assisi. “Lord make me an Instrument of your peace.”
- Work with the children to create their own version of this prayer. Provide them with a writing frame to add their own ideas for, “Where there is ..... Let me bring .....
- Link in the sign of the cross as a sign of peace, e.g. final blessing at Mass.
- Learn some sorry and forgiveness hymns ask the children to identify words and phrases that speak of God’s love and forgiveness.
- Give the children long strips of paper to design a stole for your priest using the colours and symbols for being sorry and forgiveness.
- Leave a basket of sorry/I forgive you cards which the children have already decorated in shades of purple. Let the children give these to each other when appropriate situations arise.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Children to know the importance of prayers of sorrow.
- Understand that the sign of peace can also be a sign of forgiveness.
  
- Know the prayer of St. Francis of Assisi.
- Understand the need to seek God's help in making the right choices.

## RELATED SCRIPTURE

*Lk. 15: 11-32* – The Parable of the Prodigal Son

### OTHER LINKS

### COLLECTIVE WORSHIP

- Use the Prayer of St. Francis and the version that the children write.
- Use “sorry” prayers regularly in prayer 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?**



## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of Lent as a time of change and of growing to be more like Jesus by following his example. In the unit the children will explore various aspects of Jesus' message and ways in which Christians can apply these to real life situations.

## WHERE THE UNIT FITS IN

This unit builds on previous learning about Lent in Reception.

## PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of Lent as a period of time in the Church's year
- some prior knowledge of ways to follow Jesus' example.

## SKILLS

Discussion, prayer writing, recording information and ideas, recall of knowledge, listening, being quiet, sitting still, technology, brainstorming, imagining, hot seating.

## VOCABULARY

Lent, Jesus, change, Prodigal Son, Zacchaeus, Jericho.

## ASSESSMENT

At the end of this unit:

**Most children will** know that Lent is a special season in the Church's year when we try to change and grow to be more like Jesus by following his example more closely. They will know some of the sayings of Jesus and identify some ways of applying them to real life situations. They will also know that Jesus, in his words and action, gave people a chance to change, and that Lent is a special time when we too are given that same chance.

**Less able children will** know that Lent is an important time during which we think about trying to do what Jesus said and did.

**More able children will** understand that following Jesus' example means listening to his words and learning from his actions and will be able to identify ways of doing that in their own lives. They will have a greater understanding of what it means to change and will be able to identify ways that they themselves can change.

A.T.1      A.T.2

1a      1a  
1b      1c  
1d      1d

1a      1d

2a      2a  
2b      2b  
2c      2d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C4** Become familiar with some ways the Church celebrates the major seasons of the liturgical year.

**Ch1** The way Jesus proclaimed the Good News by what he said and did.

**R2** Hear, read and explore and reflect upon a variety of Scripture imagery that speaks of God in the New Testament.

- Revise the name of the liturgical Season of Lent.
- Create class banners proclaiming the beginning of this Season.
- At the start of Lent give each child a cross, divided into 40 squares. Each time they carry out an act of kindness or say a prayer they can colour in a square in purple.
- Have a large 40 square grid on display. Each day record the name of a child who has acted as Jesus asks.
  
- Explain to the children that during Lent Christians try to follow Jesus more closely. They listen to his words and follow his example.
- Share with children a range of the sayings of Jesus which can help those who share his life today.
- Include: "I am the light of the world." "Love your enemies." "Love one another as I have loved you." "Whatever you do to the least of these people you did to me." "Let the children come to me."
- Write these sayings of Jesus on large strips of paper and display with pictures around the classroom.
- Reflect with the children on the differences between light and darkness. Make lists of words. What can we do in the light that we can't do in the dark?
- If Jesus is the light of the world, how can his light help and guide people? What can Jesus help people see? What can he show people by his example?
- Children to write prayers on candle cut out cards. Guide the children with their writing, using "Jesus you are the light" as a starting point.
  
- Reflect with the children on what it means to love somebody.
- Children to think of family experiences when love is shown to them or experiences of love and care show in school.
- Explain to the children that Lent is a time when we try and show love and care by doing more to help those in real need.
- What did Jesus mean when he said, "Love one another as I have loved you?" In what ways do we experience the love and care of Jesus?
- Remind the children of the work of Father Hudson's Society, CAFOD and Mission Together. Explore the idea of a Lent fast day, when we give up something and share the money we have saved with those who are very poor or in need.
- Children to write Lenten promises based around the words of Jesus to love one another and to explain why they have chose this particular promise for Lent.
  
- Jesus said: "Whatever you do to the least of these people you did it to me." What do you think he meant by these words? What does this tell us about the way in which we should treat and respect people?
- Create statements with the children. "I can see Jesus when ...". These could be shared in liturgy or used throughout the season of Lent to reinforce learning.
  
- Jesus said: "Love your enemies." Explore with the children some of their own experiences of falling out with each other and being unkind. Alternatively tell a story about people falling out and the making up. Why do you think Jesus would want his disciples to do their best to be respectful and kind to all people?
  
- Children to recall the story of Jesus and the children. Create a role plays of this story in small groups.
- Children to imagine that they were amongst the children who came to Jesus. What would they tell him? What do they think he might say to them? Children to write or record on tape their thoughts and reflections.
- Explain to the children that times of prayer are opportunities to spend time with Jesus. Use some quiet time for children to explore the idea of talking to Jesus and listening to him.



## LEARNING OUTCOMES

**C4** Know the basic meaning of Lent.

**Ch1** That Jesus' life and mission is the Gospel (Good News)

**R2** That Scripture stories reveal and hand on the Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

- Know the name of the liturgical season Lent.
- Know that Lent is a special season when we try to follow Jesus more closely by listening to his words and learning from his actions.
- Be able to reflect on the words and actions of Jesus and apply them to real life situations.

## FURTHER DEVELOPMENT

Whole school liturgy to bury the Alleluia. Classes take in turn to keep it safe.

Reflect with the children on poverty and need being something that is found in the local community as well as in other parts of the world that are poor.

Create a display of the children's statements surrounded by pictures of Jesus.

continued...

## PROGRAMME OF STUDY

**C6** Hear and explore Gospel accounts of how Jesus gave individuals a chance to change.

**Ch2** How people who heard the Good News of Jesus began to share a way of Life.

## TEACHING STRATEGIES

- Make a prayer dice which the children can take to use at home with their families.
- Explore with the children the idea of Lent as a time to change to be more like Jesus.
- Share with the children the parable of the two sons. Which son really did what his father wanted? Explore the part of the parable, which indicates the change that took place.
- Share with the children the story of Zacchaeus.
- Brainstorm as many words as possible to describe the type of person that Zacchaeus was before he met Jesus. Create with the children some sentences which might indicate the way he spoke to people and what he did.
- Children to imagine they were somebody who lived in Jericho and they had to pay taxes to Zacchaeus. Role play the person and ask lots of questions about what they thought of Zacchaeus.
- Why do you think Zacchaeus changed? Why did meeting Jesus make such a big difference to Zacchaeus?
- What were the signs of his change? How would people respond to him now?
- Make a "change" box with the children where they insert words and pictures that reflect some of the changes they might want to make in their own lives. Use this as a source of reflection during collective worship. Or a reconciliation liturgy.

## LEARNING OUTCOMES

**C6** That Jesus brings the Good News of God's love and forgiveness; that God's love helps people to change and to choose what is good.

**Ch2** That the Church is the community which continues Jesus' mission to proclaim the Good News to the whole world.

- Know that Lent is a season of change.
- Hear and talk about stories of Jesus giving people a chance to change.
- Take part in prayer celebrations about Lent as a season of change when we try to follow Jesus more closely.

## FURTHER DEVELOPMENT

## RELATED SCRIPTURE

*Lk. 19: 1-10* – The Story of Zacchaeus

### OTHER LINKS

Some important links could be established with whole school Lenten activities.

### COLLECTIVE WORSHIP

- Use lots of the Lenten symbols during prayer time
- Use some of the sayings of Jesus as the scripture for class prayer time.
- Create prayers of sorrow for failure to love and live like Jesus. Use “sorry” prayers from the previous unit of work.

## 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?**



YEAR

1

UNIT 1

# HOLY WEEK

## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the important events of Holy Week and how they tell of the last days of Jesus' life on earth. The unit focuses on Palm Sunday, the Last Supper and the Stations of the Cross.

## WHERE THE UNIT FITS IN

This unit builds on previous learning about Holy Week in Reception.

## PRIOR LEARNING

It is helpful if the children have:

- prior knowledge of some of the events of Holy Week
- prior knowledge of some of the symbols and artefacts associated with the events.

## SKILLS

Recall of knowledge and information, role-play, recording information, art, matching, music, drama, thinking skills, sequencing, empathy, interpreting art, ICT, reflection.

## VOCABULARY

Holy Week, Jesus, Palm Sunday, Hosanna, Last Supper, bread, wine, body, blood, disciples, washing of feet, Stations of the Cross, Veronica, Mary, death, crucifixion, cross.

## ASSESSMENT

At the end of this unit:

**Most children will** know the names and sequence of the important events of Holy Week, and be able to describe most of what happened on each occasion. They will also be able to empathise with the characters in the story and begin to understand the importance of the events for Christians today.

**Less able children will** know the names of the important events of Holy week and be able to describe some of what happened on each occasion.

**More able children will** know the names and sequence of the important events of Holy Week, and be able to describe in greater detail what happened on each occasion.

A.T.1    A.T.2

1a    1a  
1b    1b

1a    1a

2a    2a  
2c    2b  
      2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear, read and become familiar with the main events, characters and places in the life of Jesus, Palm Sunday, the Last Supper and Good Friday.

**R2** Hear, read and explore and reflect upon: a variety of scripture imagery which speaks of God in the New Testament.

**C5** Hear about and explore celebrations in the life of Jesus: The Last Supper.

- Begin this unit of work by recalling important times of the year and stories and events associated with these different times.
- Explain that “Holy Week” is the time when we remember the last days of Jesus on earth and his death and resurrection.
- Show children some palms. Can they remember the story of Palm Sunday?
- Create a story sack to retell the story with the children. Include some caption cards for the children to join in different parts of the story.
- Role-play the story.
- Make paper palms to use during the role-play.
- Why do you think that everybody was so happy to see Jesus? What do you think they thought about him?
- Complete a simple information chart based around who, what, where, why when and how. This can be done using a combination of words and pictures.
- Decorate Hosanna for display.
- Create a display of the Last Supper in the classroom. Have a table set with bread and wine, candles, pictures of the Last Supper and water for the washing of the feet.
- Ask the children to think about what they might be remembering during this lesson.
- Recall with the children as much as they can remember about the Last Supper, use the display as the story is retold.
- Children to match the words of Jesus with his actions at the Last Supper.
- What did Jesus say about the bread and wine? What did he tell his disciples to do?
- Retell the story to tape. Use untuned percussion instruments to provide sound effects.
- Act out the Last Supper using bread and grape juice.
- The disciples of Jesus knew that they were coming to a special meal. Do you think they expected him to do what he did?
- Provide children with pictures of the disciples at the Last Supper and to write their thoughts at what Jesus was doing.
- Give children the text of the story to stick in sequence in a zigzag book which they can then illustrate.
- Make an ID card for Jesus containing information such as name, birth place, age, occupation and next of kin.
- Visit Church to look at the Stations of the Cross.
- Explain to the children that the pictures retell the story of Jesus carrying his cross and his death.
- Highlight for the children important parts of the story and important characters that we meet on the way (e.g. Veronica, Mary, the falls of Jesus, Nailing to the cross and the death of Jesus).
- Children to imagine the different characters’ thoughts during this sad journey of Jesus.
- Ask the children to express their own thoughts about the pictures and what they tell them about this important journey of Jesus.
- In groups paint/collage stations to be placed in different locations around the school.
- Using clay/plasticine and sticks make simple 3D models of each station.
- Have a box containing different books about the stations which the children can read during Literacy.
- Explore the Stations created by different artists.
- Access the Internet for different stations.
- Give the children an A3 “map” with the captions for each station already in place. Children match the correct picture to each caption.
- To prompt ideas, reflect with the children about how the Stations of the Cross can help Christians follow Jesus today. Focus on Veronica, Mary and the falls of Jesus.

## LEARNING OUTCOMES

**R3** That Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.

**R2** That scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

- Recall and develop their knowledge of the events of Holy Week in the life of Jesus.
- Know the story of Palm Sunday.
- Understand some of the feelings and emotions of people who waved and cheered for Jesus.

**C5** That Jesus celebrated the blessings of God his Father.

- Know what Jesus said and did at the Last Supper table.
- Understand that the bread and wine became the body and blood of Jesus.
- Make a simple character profile of Jesus from this story.

- Know the story of Jesus carrying the cross.
- Retell the story through Stations of the Cross.
- Think about how this event can help Christians follow Jesus today.

## FURTHER DEVELOPMENT

Learn some Palm Sunday songs.

Watch a video presentation of the story of Palm Sunday.

Make a Holy Week Timeline.

Make links with prior learning about the celebration of Mass and the role of the priest at the altar during Mass.

Use your teaching aids as part of your prayer focus at this time.

Teach the children some simple prayers associated with the Stations of the Cross.

## RELATED SCRIPTURE

*Lk. 19: 28-39* – The Story of Palm Sunday

*Mt. 21: 1-11*

*Mk. 11: 1-11*

*Mt. 26: 20-30* – The Last Supper

*Mk. 14: 17-26*

*Lk .22: 14-23*

## OTHER LINKS

Music Links: Songs for Palm Sunday and for remembering The Last Supper

## COLLECTIVE WORSHIP

- Use words of praise and thanks in prayer like the crowds did on the first Palm Sunday.
- Prayers to thank Jesus for his love.

## 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?**





YEAR

1

UNIT J

# EASTER

## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the season of Easter as a celebration of the Resurrection of Jesus. The unit focuses on the importance of the Resurrection and its message.

## WHERE THE UNIT FITS IN

The unit builds on previous learning about Easter in Reception.

## PRIOR LEARNING

It is helpful if the children have:

- some prior knowledge of the season of Easter and what happened at the Resurrection
- some prior knowledge symbols and artefacts used to celebrate Easter.

## SKILLS

Discussion, role-play, recount, sequencing, empathetic writing, questioning, interviewing, imagining, letter writing, art, interpreting symbols, technology, ICT, reflection.

## VOCABULARY

Easter, empty tomb, Resurrection, Jesus, risen, Alleluia, Easter/Paschal Candle, Alpha, Omega, Peter.

## ASSESSMENT

At the end of this unit:

**Most children will** know that Easter celebrates the Resurrection of Jesus from the dead and will know the story of the women finding the empty tomb. They will be able to identify and explain the significance and symbolism of the Easter candle. They will also know that after the Resurrection the disciples told people about what they had seen and begin to understand the message of the Resurrection.

**Less able children will** know that Easter celebrates the Resurrection of Jesus from the dead, that this made people happy and will be able to suggest reasons for this.

**More able children will** have a greater understanding of what the Resurrection of Jesus means and the impact it had on the people who witnessed it. They will also be able to identify ways in which they can share the message of the Resurrection at home, in the parish and at school.

A.T.1

A.T.2

1a

1a

1b

1b

1a

1a

2a

2a

2b

2b

2c

2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R2** Hear, read and explore and reflect upon a variety of imagery that speaks of God in the New Testament.

**R3** Hear, read and become familiar with the main events, characters and places in the life of Jesus: The Resurrection.

**C4** Become familiar with some ways the Church celebrates major seasons of the liturgical year.

**C1** Take part in celebrations which express thanks and praise.

**C2** Recognise the place and value of celebrations in family, school and parish.

- Revise with the children the main focus of the Season of Easter.
  - Share with the children the story of the women going to the tomb.
  - Discuss the thoughts and the feelings of the women when they realised that the body of Jesus was no longer there. Were their thoughts happy ones?
  - Role-play the story.
  - Children to write an account of the story giving the main points in sequence.
  - Children to write sentences as one of the women or a disciple that went to the tomb. Begin each sentence with "I" and explain what you saw and what happened.
  - Imagine you had found the tomb empty. What would you have thought had happened?
  - What would you have said when you had found that Jesus was risen from the dead?
  - Children to work in pairs to act as newspaper reporters interviewing one of the women. The interviews could be taped or written down in a series of question and answer speech bubbles.
  - Children to write a letter to somebody telling them all about the resurrection of Jesus from the dead.
- 
- Explain to the children that this is the most important season in the Church year.
  - Using yellow, white and gold papers, paints, sequins, etc. let the children decorate Alleluia for display. This can either be done individually or as a whole class display.
  - Let the children make crowns with Alleluia displayed around the side and an Easter candle on the front.
  - Talk to the children about the Easter Candle being a very important symbol of the season.
  - Explain to the children about the way the candle is used in church during the Easter Season.
  - Discuss the symbolism of the Candle. The Alpha and Omega, the nails with grains of incense to symbolise the wounds of Jesus and the light to proclaim his resurrection.
  - Bless the Easter Candle (use the water table) explaining the significance of each part of the ceremony and of the different symbols used in the candle.
  - Make 3D Easter candles from card getting the children to draw, stick on all the symbolic parts (use brass fasteners for grains of incense). Children to design an Easter poster. Words and phrases can be written on the computer and altered in terms of colour, size and font.
  - Write a letter telling someone about what has happened to Jesus.
- 
- Share with the children a story of St. Peter telling the people about the Resurrection of Jesus.
  - Children to imagine they had been one of the crowd listening to St. Peter. Would you have believed him? What would you have thought about his message?
  - Tell children the story of St. Peter in prison. Why was Peter put in prison?
  - Do you think he was strong?
  - How did God continue to help him?
- 
- Reflect with the children about some ways they could share the message of the Resurrection of Jesus at home, at school and in the parish.

## LEARNING OUTCOMES

**R2** That scripture stories reveal and hand on Good News about God and contain messages about life; that Jesus reveals the Good News of God his Father.

**R3** That Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.

**C4** Know the basic meaning of Easter.

- Know the name of the liturgical season Easter.
- Know that Easter is the season we celebrate Jesus' rising from the dead.
- Know the story of the women going to the tomb and finding that Jesus was alive.
- Be able to describe thoughts and feelings of women who went to the tomb.

**C1** Develop an understanding of reasons to thank and praise God.

**C2** Know that the school and parish have special celebrations.

- That the Easter Candle is a special sign of celebration and reminds us that Jesus is alive.
- Know that the Easter candle is a special symbol of Easter, reminding us that Jesus died and rose to life again.

- Know that after the Resurrection, the disciples went everywhere.

## FURTHER DEVELOPMENT

Blessing the Easter Candle works well as a KS1 Liturgy. The teacher can invite different children to perform different parts of the ceremony.

## RELATED SCRIPTURE

*Mt. 28: 1-10* – The Resurrection of Jesus

*Mk. 16: 1-8*

*Lk. 24: 1-12*

*Jn. 20: 1-18*

## OTHER LINKS

School-parish link to see the Easter Candle.

## COLLECTIVE WORSHIP

- Use many of the colours and symbols of the season during class prayer time.
- Learn an Alleluia song and some other Easter hymns.

## 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?**



YEAR

1

UNIT K

# PENTECOST

## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of Pentecost as the fulfilment of Jesus' promise to send the Holy Spirit. The unit focuses on the coming of the Holy Spirit as a promised gift that brought about a change in the lives of the disciples and how we celebrate and receive that gift in our lives today.

## WHERE THE UNIT FITS IN

The unit builds on previous learning about Pentecost in Reception.

## PRIOR LEARNING

It is helpful if the children have:

- some understanding of what a promise is
- some prior knowledge of what happened at Pentecost
- some understanding that the Holy Spirit is God – the third person of the Trinity.

## SKILLS

Discussion, thinking, music, dance, drama, mime, writing, prayer writing, research.

## VOCABULARY

Pentecost, promise, Holy Spirit, God, Trinity, Jesus, disciples.

## ASSESSMENT

At the end of this unit:

**Most children will** understand that the Holy Spirit is God and that Jesus promised to send the Holy Spirit when he went back to heaven. They will know the story of Pentecost and be able to describe how the disciples changed after receiving the Holy Spirit. They will also be able to identify and explain some of the symbols associated with the Holy Spirit and used in celebrations of Pentecost.

**Less able children will** know that the Holy Spirit is God and that he came down on the disciples who were then changed.

**More able children will** know why Jesus promised to send the Holy Spirit and be able to describe ways in which the Holy Spirit can help Christians today.

A.T.1    A.T.2

1a    1a  
1b    1b  
1c  
1d

1b    1b

2a    2b  
2b    2c  
2c    2d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R4** Hear and become familiar with the story of the coming of the Holy Spirit at Pentecost.

**Ch2** How people who heard the Good News of Jesus began to share a way of life.

**C1** Take part in celebrations which express thanks and praise.

**C2** Recognise the place and value of celebrations in family, school and parish.

**C4** Become familiar with some ways the Church celebrates major seasons of the liturgical year.

- Explore the meaning of the word “promise”.
- Make a “promise word-web”.
- Show children some money with “I promise to pay the bearer” on it. What does this mean?
- Think of things people promise to do?
- Read to the children the story of Jesus promising to send the Holy Spirit.
- Children to learn some of the words of Jesus about sending the Holy Spirit.
- What do you think was important about Jesus’ promise?
  
- Share with the children the story of Pentecost day.
- Explore the story through music and movement to capture the thoughts and feelings of the disciples.
- Create a class mime of the story.
- Use percussion instruments for wind and fire and to express the thoughts and feelings of the disciples.
- Create with the children Pentecost word banks.
- Children to write their Pentecost book as one of the disciples.
  
- Discuss with the children the change that the Holy Spirit made in the lives of the disciples.
- How do you think the Holy Spirit can help us today?
- Create with the children some simple prayers addressing God as the Holy Spirit.
  
- Find out about the celebration of Pentecost in the parish. What colour is used for the liturgy of Pentecost? Why do you think this colour is chosen?

## LEARNING OUTCOMES

**R4** That Jesus' promise to send the Holy Spirit is fulfilled at Pentecost.

**Ch2** That the Church is the community which continues Jesus' mission to proclaim Good News to the whole world.

- Explore the meaning of the word "promise".
- Know the story of Pentecost and be able to dramatise and retell the story.
- Know that the Holy Spirit was the promised gift of Jesus to his disciples.
- Understand what Jesus meant when he promised to send the Holy Spirit to his disciples.
- Understand how the disciples' way of life changed after Pentecost.

**C1** Develop an understanding of the reasons to thank and praise God.

**C2** Know that the school and parish have special celebrations.

**C4** Know the basic meanings of Pentecost.

- Know that Pentecost Sunday is the day in the church when we celebrate the coming of the Holy Spirit, promised by Jesus.
- Make up a simple prayer naming the Holy Spirit.
- Develop an understanding of the reasons to thank and praise God as the Holy Spirit.

## FURTHER DEVELOPMENT

Create a class display of symbols of the Holy Spirit.  
Revise with children the sign of the cross as a prayer to God the Holy Spirit.

## RELATED SCRIPTURE

*Acts 2: 1-4* – The story of Pentecost

*Acts 2: 14-36* – Peter Addresses the Crowd

*Acts 12: 3-5* – Peter in Prison

## OTHER LINKS

## COLLECTIVE WORSHIP

- Create simple prayers to the Holy Spirit during class prayer 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?**





YEAR

1

UNIT L

# SHARING JESUS' LIFE

## ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the way in which, as Christians, we are called to share in the life of Jesus. The unit focuses on Jesus choosing and calling the disciples and how they are an example to us of what it means to be a disciple or follower of Jesus and share in his life.

## WHERE THE UNIT FITS IN

The unit builds on previous learning in Reception about prayer and stories of Jesus being with his friends. It will also serve as the foundation for more work on the Church and the lives of the Apostles in other year groups.

## PRIOR LEARNING

It is helpful if the children have:

- some prior knowledge of the disciples, their names, jobs, etc.
- some prior knowledge of stories about Jesus and the things that he did.

## SKILLS

Discussion, technology, recording information, research, recall of knowledge, writing, identifying preferences, map work, art, thinking.

## VOCABULARY

Jesus, disciple, Apostle, call, Peter, Matthew, New Testament, Gospel.

## ASSESSMENT

At the end of this unit:

**Most children will** know the stories of the call of the disciples and some information about them. They will know and be able to recall some stories about Jesus and his disciples, which show that the disciples shared in the life and work of Jesus. They will be able to identify some characteristics of a disciple and describe some ways in which Jesus changes or affects people's lives.

**Less able children will** know that Jesus called some people to be his special friends and that, after leaving everything behind to follow him, they lived and worked with him. They will know that these followers of Jesus are called disciples.

**More able children will** know in greater detail the stories of the call of the disciples and more detailed information about them. They will be able to explain how the disciples shared in the life of Jesus, how they share in the life of Jesus and what Jesus means to them.

A.T.1    A.T.2

1a    1a  
1b    1b

1a    1a  
1c

2a    2b  
2b    2c  
2c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch1** The way Jesus proclaimed the Good News by what he did and said.

**R3** Hear, read and become familiar with the main events, characters and places in the life of Jesus.

**Ch2** How people who heard the Good News of Jesus began to share a way of life.

**C6** Hear and explore Gospel Accounts of how Jesus gave individuals the chance to change.

- Discuss with the children the way they choose their friends.
- What is special about your friends? What do you enjoy doing with your friends? How does this make you feel?
- Share with the children different stories of the call of the fishermen, Matthew and the other disciples.
- Make finger puppets to act out the stories.
- Give children simple biographies of the disciples to enable them to complete a fact sheet for a chosen disciple. This can be done in pairs/groups.
- Make ID cards for each Apostle including information such as patron saint, flag, any known symbols.
- Recall with the children significant stories about some of the disciples of Jesus.
- Why do you think Jesus chose some fisherman to be his disciples? What do you think other people might have said about the choice he made?
- Read with the children the story of Jesus changing Simon's name to Peter.
- Why do you think Jesus called him a "rock?" What is a rock like? What does this tell you about the sort of person Peter was going to be?
- What was the job of Matthew? Why was he unpopular with some of the Jewish people?
- Share with the children the story of Jesus having dinner in the tax collector's house.
- What does this story tell you about the people that Jesus actually chose?
  
- The story of Jesus and his disciples is found in the New Testament.
- Explain to the children that the New Testament is a series of books and letters all about the life of Jesus and the life of his followers.
- Learn the names of the four Gospels.
- Make the New Testament the focus on display on the prayer table.
  
- In groups get the children to write a list of all they know about Jesus. Have visual prompts, pictures, symbols and names available.
- Get children to complete a "favourites" sheet (e.g. My favourite Miracle Story, Healing story, Happiest, Saddest, etc.) Have the titles of different stories available for them to cut and stick onto the sheet.
- Children to write about the reasons they like these stories from the life of Jesus.
- Design covers both front and back for different New Testament stories which the children know. An author and blurb should be included.
- Highlight on a large map the places where Jesus went. The children can stick on captions and pictures of what events took place there and which people were there.
- Create wanted posters for the disciples.
  
- Children to create a "job web" for a disciple.
- What were some of the things the disciples did with Jesus? Can the children recall some of the reactions of the disciples?
- What does this tell us about the way Jesus shared his life with his friends?
  
- Many people's lives were changed by their meeting Jesus. Children to recall as many stories about changes that took place in different people's lives (e.g. Disciples, sick, the Feeding of the Five Thousand, the Wedding at Cana, etc.)
- Create before and after pictures with captions showing the change Jesus made to individual lives.
  
- Even today people's lives can be changed when they try to follow Jesus. They often try to live in a different way to be more like Jesus.
- Explore with the children the impact that Jesus has on their own lives.
- Create pictures and captions to express their own thoughts about the importance of Jesus.
- Children to create portraits of the disciples to include symbols which represent the disciple (e.g. Simon Peter would have fish and boats, a cockerel and a rock).
- Children to create a portrait of themselves as a disciple. What symbols would you choose to represent yourself.

## LEARNING OUTCOMES

**Ch1** That Jesus' life and mission is the Gospel (Good News).

**R3** That Jesus is the Son of God; that the Cross is the sign of Jesus' love for us.

- Know that the New Testament is the part of the Bible that contains stories about the life of Jesus and his followers.
- Learn the stories of the call of the disciples and stories of how Jesus' disciples shared life with him.
- Recall, talk about and dramatise the main parts of the story of Jesus' life.

**Ch2** That the Church is the community which continues Jesus' mission to proclaim Good News to the whole world.

- Recall and write about the lives of some of the disciples and how they shared their life with him.

**C6** That Jesus brings the Good News of God the Father's love and forgiveness; that God's love helps people to change and to choose what is good; that at times everyone needs to say sorry and ask forgiveness; simple prayers of love and sorrow.

## FURTHER DEVELOPMENT

Children to perform a puppet show for the reception class.

Create a display of lots of symbols from New Testament stories that you are currently studying.

Provide children with opportunities to read stories from the New Testament.

Create some prayers asking Jesus to make us good disciples today.

## RELATED SCRIPTURE

*Lk. 5:1-11* – The Call of the Disciples

*Mt. 16:13-19* – Simon Becomes Simon Peter

## OTHER LINKS

## COLLECTIVE WORSHIP

- You might consider leading the children in some simple imaginative contemplation about people who shared in Jesus' life from the Gospel.

## 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?**

# YEAR

# 1

# UNIT M



## FOLLOWING JESUS TODAY

### ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of what it means to follow Jesus today. The unit develops the children's understanding of how, as followers of Jesus, we belong to the Church and the different ways that the Church, and the different members of it, follow Jesus.

### WHERE THE UNIT FITS IN

The unit builds on previous learning about Baptism in Reception and the Mass in the Families and Celebrations unit in Year 1.

### PRIOR LEARNING

It is helpful if the children have:

- some prior knowledge of important times and events in the life of the Church and ways in which the Church celebrates these
- some prior knowledge of the meaning of Baptism
- some prior knowledge of the Mass.

### SKILLS

Discussion, recall of information, interpreting symbols, brainstorming, questioning, research, thinking, art, ICT, map work, creating and interpreting tables.

### VOCABULARY

Holy Day, Jesus, Christmas, Easter, Ascension, Pentecost, Feast, Resurrection, Sunday, Mass, Baptism, Easter, Church, Family of God, priest, vestments, CAFOD, Advent, Christmas, Presentation, Lent.

### ASSESSMENT

At the end of this unit:

**Most children will** understand that they belong to the Church through Baptism and that this means being part of God's family and a follower of Jesus. They will be able to describe signs of their belonging to the Church and ways in which they, and other members of the Church, follow Jesus and celebrate his life.

**Less able children will** know that they are part of God's family through Baptism. They will be able to describe some ways in which they, and others, follow Jesus today.

**More able children will** have a greater understanding of what belonging to the Church means. They will understand that they are 'descendants' of the first disciples.

	A.T.1	A.T.2
	1a	1a
	1b	1c
		1d
	1b	
	2a	1a
	2b	2a
	2c	2b
		2c
		2d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C2** Recognise the place and value of celebrations in family, school and parish.

**C3** Hear about the Church's celebration of Sunday as a special day.

**Ch3** Opportunities today to live and share life following the example of Jesus.

**Ch2** How people who heard the Good News of Jesus began to share a way of life.

- Introduce children to the term "Holy Day".
- Recall with the children special days in the year when we celebrate the life of Jesus (e.g. Christmas, Easter, Ascension, Pentecost, etc.)
- Revisit the story of the Resurrection. Which day of the week does the Resurrection take place on? Numerically which day of the week is Sunday?
- Explain to the children that Sunday is the Christian celebration of the Resurrection of Jesus from the dead.
- Recall previous learning from the Celebrations Unit about the reasons people go to Mass.
- Explain to the children that Sunday Mass reminds us that Jesus is alive and is with us today.
  
- In Reception the children learned that Baptism is a beginning and a welcome into the Church. Using photos explore what takes place at a Baptism. Focus the children's attention on the clothing.
- Why are clothes important to us? What do they do for us?
- Explore the Baptismal clothing. Explain to the children that the white garment worn at Baptism is symbolic of God's love and care.
- Explain that white is the colour of Easter and that Baptism is a celebration of Jesus' new life.
- Talk to the children about the importance of water. What do we use water for? What would we do without it?
- Explain that the water poured over the head at Baptism is a sign of God giving the person being Baptised a special share in his life.
- Leave a bowl of water on a white cloth on the prayer table. Surround this area with the children's names written in white against a coloured background.
  
- Brainstorm with the children the meaning of the word "Church". How many different words associated with Church can the children come up with?
- Explain to the children that the term Church means more than a building and is used to describe the Family of God.
- Explain to the children that the disciples were the first members of the Church.
- Who is the Church now? Write a list together.
- Discuss with the children how people who belong to the Church try to follow Jesus (e.g. meeting together, praying together, hearing and spreading the Good News).
- Invite a priest to talk to the children about the way he tries to follow Jesus.
- Research some of the important roles of the priest. Learn the names of the different vestments that he wears during the celebration of Mass.
- Create a simple job description for a priest.
- Why do you think we need priests?
- Look at some pictures of the celebration of Mass and the different jobs people are doing. Discuss the importance of these different roles.
- Paint pictures showing all the different jobs done during Mass. Write captions for each painting. Display them in school or Church.
  
- Refer to Jesus telling the disciples that they must look after the poor/people who need help.
- Use materials from organisations such as CAFOD to explore the work being done both abroad, nationally and locally for those in need. The Internet provides much information.
- Locate on maps the places where CAFOD is working.
  
- Find out what and how much money the school and parish have raised? Present it in a simple table that the children can interpret.
- Try to establish some roles of responsibility the children could take in and around the Church, e.g. creating a prayer focus, giving out hymn books, litter picking.
  
- Revise special times when God's family celebrates together (e.g. Advent, Christmas, Presentation, Lent and Easter).
- Make a comparison table to explore what is similar and what is different about these celebrations, e.g. what colour is used, what symbols are used, what special prayers are said, what particular hymns are used etc.



## LEARNING OUTCOMES

**C2** Know that the school and parish have special celebrations.

**C3** Know that God's family gathers to meet Jesus at Sunday Mass.

- Know that God's Family gathers to pray and be together on Sunday in Church.
- Know that God's Family comes together in church to celebrate the life of Jesus at different times of the year.
- Know that at the celebration of Baptism the baby receives a white garment.
- Understand that this symbolises God's love and care for the person.

**Ch3** That the Church is men, women and children who try to follow the example of Jesus.

**Ch2** That the Church is the community which continues Jesus' mission to proclaim Good News to the whole world.

- Know that Christians today have opportunities to follow Jesus.
- Understand that different people have special jobs to do during Mass.
- Think about what children can do at school and home to show that they are following Jesus.
- Discuss and recognise ways in which people today follow Jesus.
- Know that all over the world people try and follow the example of Jesus.
- Know about ways in which Christians help those who are poor and hungry (e.g. CAFOD).
- Know some of the customs associated with Advent, Christmas, Presentation, Lent and Easter.
- Understand that these celebrations help us to learn more about Jesus' life and how we can follow him.

## FURTHER DEVELOPMENT

Have available pictures and symbols of the different Holy Days of the year.

Role-play parts of the Rite of Baptism.  
Have Baptismal symbols on display.

Celebrate a special liturgy using the gift of water.

Learn some songs about the children being the Church and belonging to God's Family.

Create paintings of Jesus and the children together, with the title "We are the Church!"

Use a variety of materials provided by CAFOD or Mission Together for display and further class work.

Revise children's previous learning about the ashes for Ash Wednesday, the Candles for the Presentation of Jesus, the Water for Easter etc.

## RELATED SCRIPTURE

### OTHER LINKS

Some important home-parish links with exploring the work of the priest.

### COLLECTIVE WORSHIP

- Use some of the Baptismal symbols during prayer time to explore themes of sharing in the life of Jesus today.
- Pray for your local priest.
- Pray for those who care for the poor and needy of the world.

## 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?**