

Learning and Growing as the People of God

Year Three

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FOREWORD

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

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

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

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

✠ Vincent Nichols
Archbishop of Birmingham

15 August 2001

Feast of the Assumption of Our Lady

INTRODUCTION

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

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

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

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

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

In many Church documents, RE is described as the core subject. It must, therefore, be of a quality to engage pupils' intellect, heart and imagination. This strategy aims to provide a curriculum that will address all three and make RE 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 educational⁴. To this end, in the months and years ahead RE must be resourced sufficiently to meet the breadth of this strategy.

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

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

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

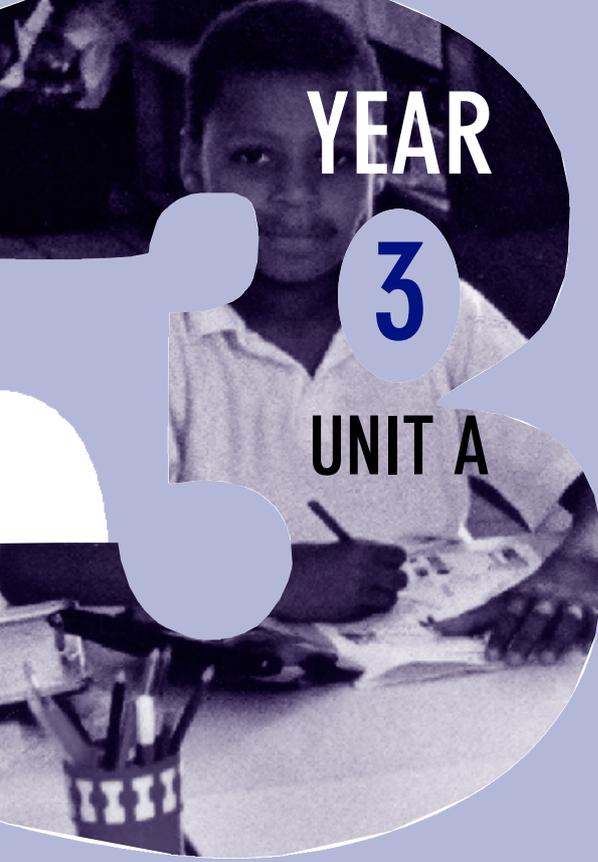
² Bishops' Conference of England and Wales, *Statement on Religious Education in Catholic Schools*, Low Week, 2000, paragraph 7

³ *ibid*, paragraph 4

⁴ *ibid*, paragraph 8

⁵ *Catechism of the Catholic Church*, paragraph 282

⁶ Seamus Heaney



YEAR

3

UNIT A

BELONGING – WE GATHER AS GOD’S FAMILY

ABOUT THE UNIT

This unit involves the children exploring the different groups to which they belong. Through the theme of belonging they will study the Sacrament of Baptism as a Sacrament of Belonging to the Church. They will also learn how Catholics celebrate their belonging to the Family of God through the Celebration of Mass.

WHERE THE UNIT FITS IN

The unit links with previous work in Year 1 and Year 2 about Baptism and the celebration of Mass.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of Baptismal Symbols
- some knowledge of what takes place at the celebration of Mass.

SKILLS

Group work, discussion, thinking skills, reading skills, empathetic writing, interpreting symbolism and sequencing skills.

ASSESSMENT

At the end of this unit:

Most children will know that Baptism is the Sacrament of Belonging to God’s Family, the Church. They will be able to identify some signs and symbols of Baptism and express their meaning. They will be also be able to Sequence the Rite of Baptism and be able to discuss elements of the Celebration of Mass about gathering as the Family of God.

Less able children will know that Baptism celebrates Belonging to God’s Family. Be able to name some Baptismal symbols. Recognise that the Mass is an important celebration when God’s Family gather together.

More able children will know and understand that through, Baptism people are called by name to become part of God’s Family, the Church. They will be able to interpret and explain more fully the meaning of the Baptismal Symbols. They will be able to sequence the Introductory Rites of the Mass and explain some reasons why this is an important time for God’s Family to gather together.

VOCABULARY

Belonging, Church, Sacrament, Confirmation, Mass, Reconciliation, Anointing of the Sick. Holy Orders, Marriage, Font, Water, Oil of Chrism, White garment, Baptismal Candle, Parents, and God-parent.

	A.T.1	A.T.2
Most children will	3a 3b 3c	3c
Less able children will	2a 2b 2c	2a 2c
More able children will	3a 3b 3c 4c	3c 4c

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Recognise joy and giving and receiving in relationships

L4 The values of sharing, showing respect and care for others.

L1 Accounts in Scripture of God's invitations

R1 Hear, read and explore Gospel accounts of key events in the life of Jesus.

C1 Celebrations which mark significant events in the life of people.

C2 Elements of sacramental celebration.

C3 Signs and symbols and their significance in the liturgy.

C4 The rite of Baptism and the response it invites.

- Children to think and talk about the different groups they belong to. (e.g. family, school, class, church, cubs and brownies etc.)
- What do they like about belonging to these different groups? Have they any special roles and responsibilities in the group? Can they think of any signs and symbols associated with their group?
- Create a grid to list information about the different groups people belong to. Include names of people in the group, special features of the group and any signs and symbols associated with the group.
- Children to work in pairs to create an oral presentation about the different groups they belong to. Encourage them to use photographs or other objects associated with the group.
- Why do you think it is important to belong to a group? Why is it important to belong to somebody or something, rather than be on your own? If you had to put the groups you belong to in order of priority which would be first? Why?

- It was important for Jesus to share his life with other people and welcome them into friendship with him. The disciples became a special group that belonged to Jesus.
- Recall what they can remember about Jesus calling his disciples. Can they name the disciples and recall what some of them did for a living?
- Children to read the story of Jesus choosing the twelve disciples by name. Provide opportunities for the children to sit quietly and imagine this scene as if they had been one of the twelve. How would you have felt? How would you have reacted if you had been chosen? Why do you think Jesus wanted to share his life with these people? Can you recall any other stories of Jesus and the disciples together?
- Emphasise that this was a special choice that Jesus made.
- Do you think the disciples could have said no to Jesus calling them to be his disciples?
- Write an account of the choosing of the twelve disciples. Alternatively, create a telephone dialogue telling somebody the news about being chosen by name to be a disciple of Jesus and what it meant to you.

- Do you think that Jesus calls us to follow him today? What do you think he might be asking us to do?
- For Christians the most important group they belong to is the Church. Explain that the term "Church" means more than a building and can be used to describe the family of God who have been baptised.
- Recall with the children what they know about Baptism. Explain that Baptism is a special celebration called a sacrament. Through this celebration people are welcomed into God's family the Church.
- Discuss and role-play the rite of Baptism of a child. Emphasise the following parts of the rite and the signs and symbols associated with it.
 - The naming of the child: God calls us by name to belong to his family.
 - The signing of the cross on the forehead: A sign of welcome into the family of God.
 - Anointing with the oil of Baptism: God strengthening and protecting the child about to be baptised.
 - Baptismal promises made by parents and godparents: Importance of parents bringing up their child as part of God's family and expressing what they believe in.
 - Baptism in the name of the Trinity: We belong to God who is Father, Son and Holy Spirit.
 - Anointing with the oil of Chrism: Now the person is baptised they share in God's life and are part of God's family.
 - Clothing with white garment: A sign of belonging to God's family and being a follower of Christ.
 - Receiving the baptismal candle: The light of Christ guides those who have been baptised.
- As a follow-up create a storyboard with the children to sequence the different parts of the rite and explain the meaning of the symbols.
- Invite children to research information about their own Baptism. Create fact sheets with and stories about the day itself.

LEARNING OUTCOMES

R3 Relationships are enriched through giving and receiving.

L4 Of generosity and care for others.

- Know that we can belong to different groups.
- Understand the value and responsibilities of belonging to a group.
- Discuss and collect information about the groups they belong to.

L1 That God calls and invites a free response.

R1 That the Bible is God's living Word; begin to find their way round the Bible; that in word and deed Jesus revealed the love and mercy of God his Father.

- Know that Jesus called his disciples by name to share his life.
- Understand some of the reasons why he wanted to share his life with others.
- Be able to discuss and write about the experience of being called by Jesus.

C1 That the celebration of significant events express thanksgiving and joy in growth and change.

C2 A developing awareness of customs and traditions.

C3 Of the significance and power of symbols.

C4 Understand the meaning of the Baptismal liturgy.

- Know that Baptism is the first sacrament of initiation into the Church.
- Understand that parents and godparents make important promises and the meaning of the Baptismal symbols which express belonging.
- Be able to sequence the different parts of the rite of Baptism.

FURTHER DEVELOPMENT

The children could find photographs and objects from the different groups they belong to.

Out of school learning could include researching information about their families. Collecting photographs and drawing pictures.

Find out about people who answer God's call in a special way today. Find out about the work of a priest and a religious sister.

Visit your church and look at the font, the holy oils of Baptism and Chrism and the paschal candle. Look at the holy water stoups in the church and talk about blessing ourselves with holy water when we come into church as a reminder of our Baptism.

Take lots of photographs for class display. You might also take some digital photographs for follow up ICT work. Include key vocabulary as part of the display.

Ask the children to find Baptismal candles and perhaps their own Baptismal garments.

Add these images to your class display.

Invite people who have received some of the different sacraments to talk to the children, e.g. older children who have celebrated Confirmation, a priest, married couple etc.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Celebrations which mark significant events in the life of people
C2 Elements of sacramental celebration
C3 Signs and symbols and their significance in the liturgy.

C5 The broad structure of the Eucharist.
C11 A variety of prayers and prayer forms, formal and informal, used for personal and community prayer.

- When we are Baptised we belong to the Church. Discuss with the children the different names given to those who belong to the Church. E.g. family of God, body of Christ, people of God, the Church. What do you think these different titles mean? What do they tell you about being baptised?
- Children to create slogans and pictures of these different images of belonging to the Church.
- Children to recall as many celebrations as they can remember that take place in the church.
- Provide children with pictures of the celebration of the seven sacraments. In groups ask them to look at the pictures and talk about what is happening in the celebration. Ask them to identify any signs and symbols they can see.
- Explain that Catholic Christians celebrate seven sacraments. In these celebrations we remember that we belong to God's family, we remember the life, death and resurrection of Jesus, we remember that God is present in a special way in each sacrament giving us his love and sharing his life with us.
- Invite the children to talk about the pictures they have been looking at. Through the discussion that takes places cover the following points:
 - Baptism is the first celebration of welcoming and belonging to God's family.
 - Confirmation is a celebration of receiving the Holy Spirit.
 - Reconciliation is a celebration of receiving God's forgiveness.
 - Anointing of the sick is a celebration of God's healing and protecting of those who are sick.
 - Marriage is a celebration of God blessing the love of a man and woman and uniting them together.
 - Holy Orders is a celebration of God choosing somebody to follow Jesus in a special way as a priest so that they can serve and care for God's family.
- Create pictures and story boards about the sacraments and explore in writing the signs and symbols and the way in which each sacrament supports and helps God's family.
- The Mass is the most regular sacrament we celebrate together as a school community or parish.
- Who is at Mass in the church? Where do they come from? What special roles do different people have at Mass?
- Children to recall as many different things as possible that take place in the Mass.
- In small groups use children's Sunday missals to find more information about what happens.
- What do you think are the most important parts of the Mass? Which part do you like the best? Why?
- Explore with the pupils the first part of the Mass about gathering together to celebrate.
- Explain that when we gather together to celebrate, we believe that Jesus Christ is with us in a very special way. Recall the different images of the Church: family of God, body of Christ, people of God.
- Explore and sequence the gathering rites of the Mass with the children.
- Sign of the Cross: a reminder we belong to God who is Father, Son and Holy Spirit.
- Greeting: We gather together in the presence of the Lord.
- Penitential Rite: we ask God to forgive us our sins.
- Gloria: we praise and thank God as his family.
- Opening prayer: we pray together as the family of God.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

C1 That the celebration of significant events express thanksgiving and joy in growth and change.

C2 A developing awareness of custom and traditions.

C3 Of the significance and power of signs and symbols.

- Know the names of the seven sacraments.
- Understand that they are special moments of prayer and celebration when we encounter God's presence in a unique way.
- Be able to discuss and identify some of the actions, signs and symbols of the sacraments.

C5 Of what the Church is doing in the celebration of the Eucharist.

C11 Increased understanding of the variety of forms of prayer.

- Know and be able to research some of the different parts of the celebration of Mass.

- Know the structure of the first part of the Mass.

RELATED SCRIPTURE

Mark 3 13-19 – The Choosing of the Twelve Apostles

OTHER LINKS

Multi-cultural links – explore some initiation rites in other world religions.

COLLECTIVE WORSHIP

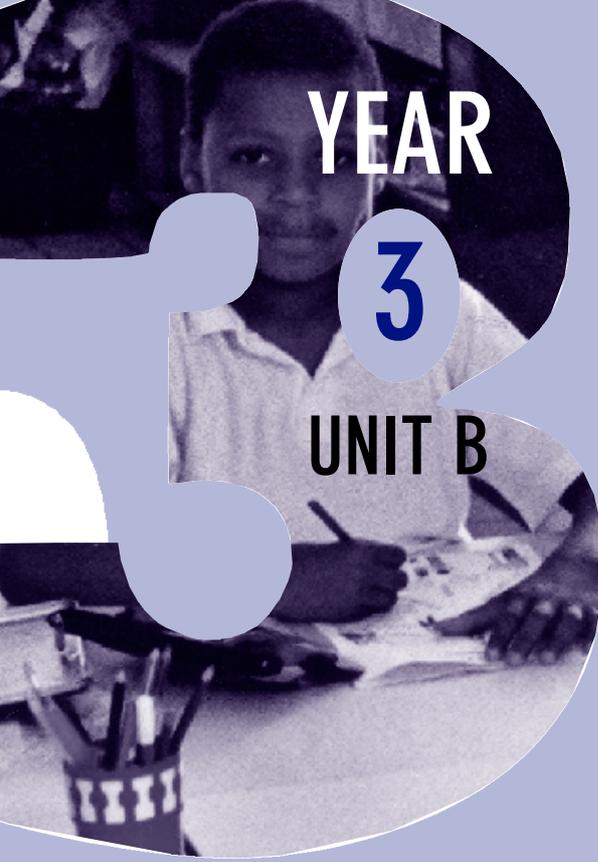
- Use the prayers of the introductory rite of the Mass.
- Celebrate the Feast of the Birthday of Mary as a celebration of belonging to a family.
- The Our Father as the common prayer of God's Family.
- Create prayers for the people of the different groups which the children belong to.
- Use some prayers from the Rite of Baptism.
- Write prayers for Parents and God-parents to be given to them.

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

3

UNIT B

RECONCILIATION

ABOUT THE UNIT

This unit involves the children exploring human choices, the consequences of sin, Christ's teaching on forgiveness and the Sacrament of Reconciliation.

WHERE THE UNIT FITS IN

Where the unit fits in The Unit builds on previous work undertaken in Year 2 about forgiveness and the experience of being forgiven.

PRIOR LEARNING

It would be helpful if children have:

- some understanding of Jesus' teaching of forgiveness
- heard about right and wrong choices.

SKILLS

Group work, discussions, thinking skills, research skills, sequencing skills.

VOCABULARY

Choices, sin, reconciliation, forgiveness, change, penance, absolution, act of contrition, parable, Prodigal Son, Zacchaeus.

ASSESSMENT

At the end of this unit:

Most children will know that human beings often have freedom to make choices. They will understand the difference between a good and a bad choice and the consequences these bring. They will know some teaching of Jesus about the forgiveness of sin when wrong choices have been made. They will understand that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.

Less able children will know that human beings can make wrong choices. They will recall some of the things Jesus said about forgiveness. They will know that Christ's forgiveness is celebrated in Reconciliation.

More able children will have a greater knowledge of the teaching of Jesus about forgiveness. They will be able to think of ways in which receiving and giving forgiveness are important in life. They will have a good understanding of the Sacrament of Reconciliation and will be able to explain the meaning of different parts of the Sacramental celebration.

A.T.1 A.T.2

2a	2b
3a	2d
3c	3a
	3b

1b	1a
2a	1b
	2b
	2d

3a	3a
3b	3b
3c	3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

C8 Their freedom to choose and the responsibility to choose the good.
L2 Of the motives and emotions which influence choices.

L1 Accounts in scripture of God's invitations and a variety of responses.

R1 Hear, read and explore gospel accounts of key events in the life of Jesus.

C7 Jesus' attitude to sinners and his teaching about sorrow and forgiveness.
L4 The values of sharing, showing respect and caring for others.

- Ask the children to discuss what they like about themselves.
 - Introduce the idea that there is nobody else in the world quite like them. Support this with some quiet reflection.
 - Read the story of the creation of human beings.
 - What does it tell us about human beings? Does it say we are made in a special way?
 - Think of our gifts and abilities as something that God has given to each of us.
 - Introduce the idea that God has given us the gift and ability to have a relationship with him and with other human beings.
 - One of the gifts that God has given us is the gift of choice. God gives us this gift because he loves us.
 - Choices are something we have to make all day and everyday.
 - Brainstorm range of choices that we make and record information in a flow chart.
 - Some of the choices are more important than others. Discuss our place in order of priority. Why have you chosen this order?
 - Explore some of the differences between "good" choices and "bad" choices. What effect do good or bad choices have upon ourselves and others?
 - Why do we make certain choices at certain times?
 - What influences the choices we make?
-
- Revise previous work on Jesus choosing the twelve disciples.
 - Why do you think that Jesus chose these twelve people?
 - Emphasise that Jesus was able to make important choices too.
 - What did Jesus do before he made his choice of the disciples?
 - Why do you think they chose to answer his call and follow him?
 - What do you think were some of the consequences of their choice?
 - Children to work in pairs and interview each other as if they were a disciple and why they chose to follow Jesus.
-
- Jesus taught his disciples through parables? What is a parable?
 - Explain that Jesus sometimes used parables to help people understand the consequences of their choices and about the love and forgiveness of God. What parables of Jesus can the children recall?
 - Share the parable of the prodigal son.
 - Explore through discussion the different stages of the parable and the different attitudes of the characters involved at each stage.
 - What choices did the two sons make? Why? What choices did the Father make? Why? Explore with the children the consequences of these different choices. Create a table or grid to record findings.
 - Retell the parable through mime and sign language.
 - Retell the parable for the children through the eyes of the different characters. Give the children an opportunity to do the same.
 - Children to write their own version of the parable as if they were the Father or the younger son. What title might you give to the parable?
 - Discuss what the parable might teach about God. In what way could the parable help followers of Jesus think about their own need for forgiveness and offering forgiveness to others?
 - Create some prayers to God the Father about forgiveness making reference to what the father was like in the parable of the prodigal son.
-
- Jesus encountered many people during his ministry to whom he was able to bring the forgiveness of God.
 - Children to read the story of Zacchaeus.
 - Find Jericho on the map of the Holy Land.
 - Create words and captions to describe what Zacchaeus was like before, during and after his meeting with Jesus. What evidence have you got for this?
 - Make up a role-play to explore what Zacchaeus was like before meeting Jesus. Discuss what his relationship was like with other people. Do you think he was really happy? Was he lonely?

LEARNING OUTCOMES

FURTHER DEVELOPMENT

L2 That emotions are gifts to be valued and used responsibly; that recognising emotions and taking responsibility for them is important.

- Know that we are often free to make choices.
- Understand some of the motives and emotions which influence our choices.
- Reflect on some good and bad choices that people can make.

L1 That God calls and invites a free response.

- Know that Jesus taught his disciples the importance of forgiveness.
- That the parable of the prodigal son teaches us about the forgiveness of God.
- Reflect on own need for forgiveness and how to extend it to others?

C7 Of God's love and mercy which are freely given.

L4 Of generosity and unselfishness for others.

- Know the story of Jesus and Zacchaeus.
- Understand that being accepted and forgiven by Jesus enabled Zacchaeus to change.
- Imagine the thoughts and feelings of Zacchaeus at this event.

Use some of this work as the beginning of a class display. Use newspapers to find stories about different types of choices.

Use ICT resources to explore this parable.

Draw pictures of the different scenes of the parable and try and caption the feelings and emotions of the different characters.

This story is ideal for drama work and group discussion. Look at poems and songs about this story.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

L6 The Christian values that inform love of neighbour and oneself.

C11 A variety of prayers and prayer forms; prayer of sorrow.

R1 Hear, read and explore key events in the life of Jesus.

C1 Celebrations which mark significant events in peoples lives.

C2 Elements of sacramental celebration.

C7 Jesus' attitudes towards sinners and his teaching about sorrow and forgiveness.

C9 The Rite of reconciliation and its significance.

C11 A variety of prayer forms. The Act of Contrition.

- Children to write a letter to a friend telling them the news that Zacchaeus has changed.
 - What words and actions of Jesus show that he was ready to offer Zacchaeus forgiveness?
 - Emphasise to the children that through meeting Jesus people were forgiven and able to change.
 - Children to imagine that they are Zacchaeus and they have to tell a friend about what happened when Jesus came. Emphasise the importance of descriptive language and the change that had taken place in your life.
-
- Model a simple story for the children of somebody needing forgiveness from another person and what that experience of being forgiven was like.
 - Explore with the children the meaning of the word "forgiveness".
 - Discuss what it is like to be forgiven and what it is like to be able to forgive others. Is it always easy? What is it like when it is difficult to forgive?
 - When have you needed to receive forgiveness?
 - Ask the children to recall what they have learnt from the life and teaching of Jesus about forgiveness.
 - Provide children with opportunities to reflect on these questions and write their own prayers about forgiveness.
-
- Share the story of Jesus and the woman anointing his feet with oil.
 - Where did this take place? Who was at the dinner? Did you think that Jesus expected this visitor? Why do you think the woman came to Jesus? What do you think was the reaction of other people in the room? What was the reaction of Jesus? What did the woman do that Simon had failed to do?
 - Children to imagine that they were at this event. Create a court room scene with a prosecution and defence for the woman's actions. Ask the children to prepare their evidence statements.
 - What does this story tell us about Jesus? What does it tell us about forgiveness?
-
- For Catholic Christians the Sacrament of Reconciliation is a celebration of God's forgiveness of sin. Explain that the priest celebrates the Sacrament in the place of Jesus.
 - Explore with the children the meaning of the word "reconciliation".
 - Discuss with the children the importance of preparing to celebrate the Sacrament of Reconciliation
 - Help them to think about their choices which may have resulted in sin.
 - Create prayers expressing sorrow for sin
 - Learn an act of contrition and discuss the meaning of the words.
 - Explore the structure of the sacrament of Reconciliation. Use pictures to help children understand the structure. Emphasise the following points and remind the children that what happened to Zacchaeus when he met Jesus happens in the celebration of the sacrament of Reconciliation.
 - 1 Welcome and introduction by the priest.
 - 2 Possible scripture reading.
 - 3 Confessing of sins.
 - 4 The priest talks to us and tries to help us so that we can follow Jesus.
 - 5 We receive a penance – a prayer and maybe some other action as an act of thanksgiving for God's forgiveness.
 - 6 We pray an act of contrition.
 - 7 We receive absolution and God's forgiveness.
 - 8 We go in peace to try and live as better followers of Jesus.
 - Create a picture and storyboard of the different parts of the Rite of Reconciliation.
 - Invite a priest to talk to the children about the Sacrament of Reconciliation.
 - Discuss with the children the meaning of the act of contrition, penance and absolution.
 - For those children preparing for First Reconciliation. Complete this unit of work by providing them with opportunities to record their own thoughts and reflections about this celebration.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

L6 Of Christian values of justice, compassion, truthfulness and respect.

C11 Increased understanding of the variety of forms of prayer.

- Know that Jesus showed love and mercy to those who had sinned.
- Understand the importance of this for the woman who came and anointed him.

C1 That the celebration of significant events express thanksgiving and joy in growth and change.

C7 Of God's love and mercy which are freely given.

C9 Of contrition, confession and absolution and desire to try harder.

C11 Increased understanding of a variety of forms of prayer.

- Know that sin is the result of wrong choices.
- That the sacrament of Reconciliation is a celebration of God's forgiveness of sin.
- Can sequence and structure the Rite of Reconciliation.
- That the act of contrition is an important prayer asking for God's forgiveness.
- Understand some reasons for seeking God's forgiveness.
- Recite by heart and reflect on the meaning of the act of contrition.

Some of these ideas will be very important for the children who are preparing for First Reconciliation.

Make a class display of the storyboards.

RELATED SCRIPTURE

Lk. 19: 1-10 – The Story of Zaccheus

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

OTHER LINKS

COLLECTIVE WORSHIP

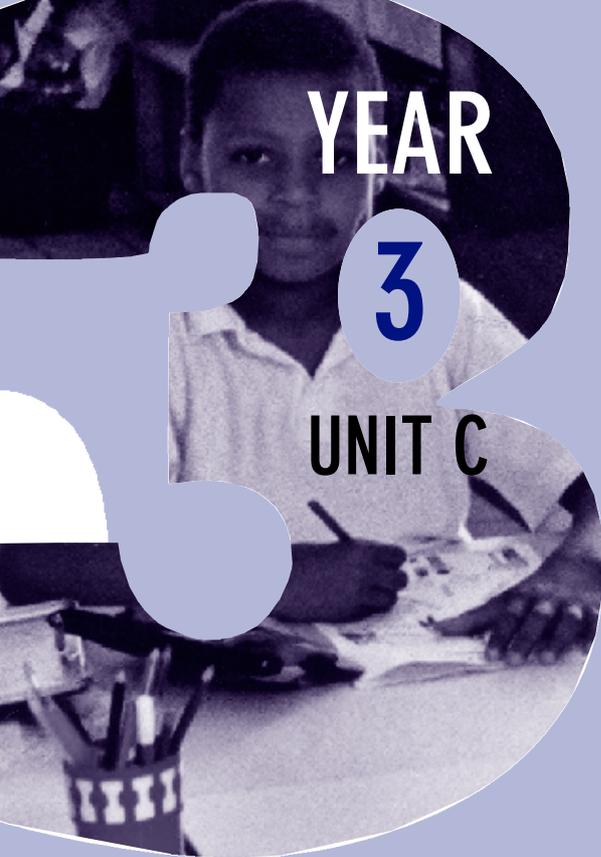
- Learn some songs and hymns about seeking God's forgiveness.
- Use prayers and written expressions of sorrow in class based worship.
- Some opportunities for moments of quiet reflection and a simple examination of conscience should be provided.
- Create a penitential litany.

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

3

UNIT C

ADVENT

ABOUT THE UNIT

This unit involves children looking at Bible stories of the Annunciation and Visitation. They will explain how Mary and Elizabeth prepared to welcome and recognise Jesus Christ. They will develop their understanding of Advent as a time to prepare for Christmas and reflection on Christ being in the world.

WHERE THE UNIT FITS IN

Where the unit fits in The unit links to previous work in Year 1 and Year 2 on the story of the Annunciation.

PRIOR LEARNING

It would be helpful if children:

- had heard the story of the Annunciation
- had some experience of the customs and symbols of Advent.

SKILLS

Group work, discussion and speaking and listening skills, research skills, empathetic writing.

VOCABULARY

Vocabulary Annunciation, Mary, Elizabeth, Visitation, Advent, welcome, recognise, presence.

ASSESSMENT

At the end of this unit:

Most children will know the stories of the Annunciation and Visitation. Understand that both Mary and Elizabeth recognised and welcomed the presence of Christ. Be able to think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ.

Less able children will know elements of the stories of the Annunciation and Visitation. Understand that Advent is a season of preparation for Christmas.

More able children will have a greater understanding of the stories of the Annunciation and Visitation and how the presence of Christ affected the lives of Mary and Elizabeth. They will understand that Advent is a season to prepare and welcome Christ and will be able to identify lots of ways in which his presence can be recognised today.

A.T.1 A.T.2

2c 2a
2b
2c

2c 1b

3a 3b
3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

C2 Elements of sacramental celebration, major liturgical seasons.

R1 Hear, read and explore the gospel accounts of key events in the life of Jesus; the annunciation and visitation.

- Discuss the word “preparation” and find definitions from dictionaries and thesaurus.
- Create acrostic poems to support word association with this theme.
- Advent is a time when Christians prepare to welcome and recognise the presence of the Lord Jesus, celebrating his birth in the Season of Christmas. Recall with the children what they know about Advent.
- Share the story of the annunciation with the children.
- What titles does the angel give to Jesus? Find out the meaning of the titles.
- Find Nazareth on a map.
- Emphasise that saying yes to the angel was Mary’s free choice, a free response on her part. Recall previous work on choices.
- Prepare a character study of Mary’s thoughts and feelings before, during and after the annunciation.
- Look at posters, religious works of art and Christmas cards to help the children reflect upon this event.
- Look at the words of the text which express Mary’s willingness to welcome and receive Jesus into her life. Do you think that this was an easy choice for her?
- Ask the children to consider all the different things that Mary would have had to do to prepare to welcome Jesus into her life. What thoughts do you think were going through her mind?
- Learn some carols and hymn about the annunciation.
- Children will read the story of the visitation.
- Look at the text and highlight the words and phrases in the story which show how Elizabeth welcomed and recognised the presence of Jesus in the womb of Mary.
- Children to “hot-seat” both Elizabeth and Mary and ask questions about what happened at their meeting. What would you really want to know from Elizabeth and Mary about this special event?
- Create play scripts and focus on the words and expressions of the characters.
- Write postcards from Mary to Joseph, explaining what had happened at the meeting with Elizabeth.

- Introduce children to the custom of the Jesse Tree
- Explain that this is an Advent custom reminding Christians about the ancestors of Jesus who had been waiting for the coming of the Messiah.
- Find out the meaning of the word “Messiah”.
- Create Jesse Trees. Research different characters and the symbols that are associated with each character.
- During Advent Christians prepare for the birthday of Jesus and remember that it is a time to think about the presence of Jesus in the world.
- Read with the children the parable of the sheep and the goats. What does this tell you about the presence of Jesus?
- Does the parable say anything about the sort of things that Christians should be doing?
- Introduce Children to the work of MISSION TODAY and CAFOD. What are they doing to recognise the presence of Jesus in some of the poorest people of our world?
- Ask the children to think of other places we can come into the presence of Jesus today. Explore church building, Blessed Sacrament, celebration of Mass and family life as important moments.
- Prayer is a particular time when we become aware of Jesus being with us. Ask the children to share their reflections.
- Create Advent prayers about recognising the presence of Jesus.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

C2 A developing awareness of the customs, traditions, major liturgical feasts and seasons.

- Know that Advent is the season when Christians prepare to welcome and recognise the presence of Christ at the celebration of Christmas.
- Know and recall the story of the annunciation
- Empathise with Mary's thoughts and feelings at this event.
- Identify what Mary said and did to welcome the news that she was to be the mother of Jesus.

- Know the story of the visitation.
- Understand that Mary and Elizabeth welcomed and recognised the presence of Jesus.
- Be able to write about and discuss this story in detail.

- Know about the custom of the Jesse Tree and some of the ancestors of Jesus.

- Know that Christians believe that the presence of Jesus can be found in different circumstances of life.
- Understand some of the reasons why Christians show great care for those in need.
- Identify Christian signs and symbols as a reminder of the presence of Jesus.

- Discuss and think about prayer being an important moment to welcome and recognise the presence of Jesus.

Use internet facilities to discover other Christian customs from around the world associated with Advent.

Create a class display about the work of these charities and link it with this Advent theme.
Visit the church if possible to look at different signs and symbols that remind us of the presence of Jesus.

RELATED SCRIPTURE

Lk. 1: 26-26 – The Annunciation

Lk. 1: 39-45 – The Visitation

OTHER LINKS

Multi-cultural links: Identify preparation for special seasons as a feature common in many world religions.

COLLECTIVE WORSHIP

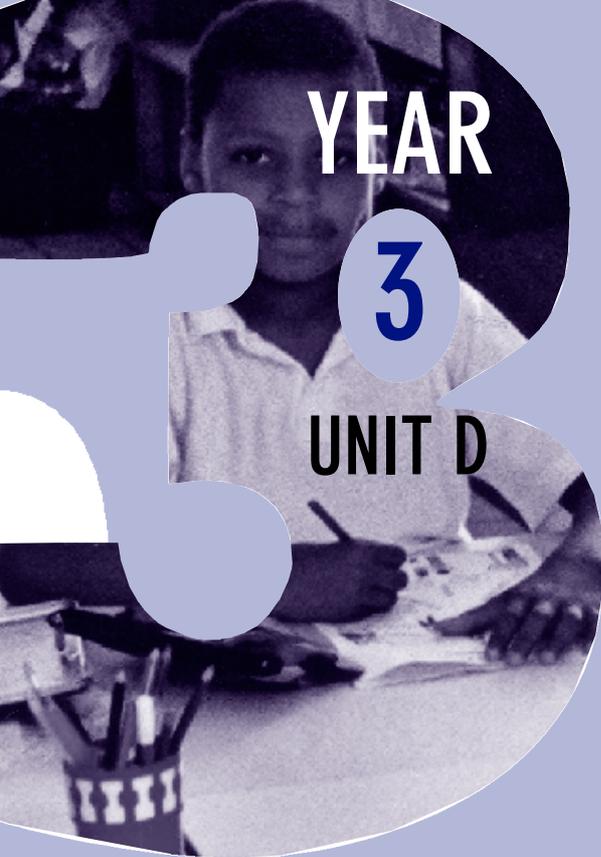
- Pray the Hail Mary as an important Advent prayer. Recognise links with the words of the angel at the Annunciation.
- Introduce children to a simple version of the Magnificat.
- Use the Advent Wreath as part of the class prayer focus.
- Use a version of the Angelus in class prayer.

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

3

UNIT D

CHRISTMAS

ABOUT THE UNIT

About the unit In this unit the story of the shepherds provides a focus for children to reflect on the birth of Jesus Christ and who he is.

WHERE THE UNIT FITS IN

The unit builds on previous learning of the story of Christmas.

PRIOR LEARNING

It would be helpful if the children have:

- an overview of the story of Christmas.

SKILLS

Discussion skills, group work, empathetic writing, research, map reading, interpreting symbols.

VOCABULARY

Amazed, shocked, surprised, Christmas, shepherds, angels, Christ, Saviour, Lord, crib, Francis of Assisi.

ASSESSMENT

At the end of this unit:

Most children will know the story of the shepherds and how they reacted to the news of Christ's birth. They will be able to empathise with the feelings and reactions of the shepherds at this event. Know that the Crib is an important symbol of prayer and devotion.

Less able children will recall elements of the story of the shepherds and understand that the Crib reminds us of the Birth of Christ in Bethlehem.

More able children will know and be able to explain in detail the reactions of the shepherds to the news of Christ's birth. They will be able to discuss and remember the titles given to Jesus by the Angels. The children will also be able to explain in some depth why the Crib is an important reminder of the birth of Christ.

A.T.1 A.T.2

2a 2b
2c

2a 1a
1b 1d

3a
3b 3b
3c 3c
3d

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear, read and explore gospel accounts of key events in the life of Jesus; the nativity.

C3 Signs and symbols and their significance in the liturgy.

C11 A variety of prayers and prayer forms, formal and informal.

- Discuss surprises and being shocked by something that has happened. Invite the children to retell their experiences of being surprised by something and their thoughts and reactions. Summarise these ideas with a list of words.
- The gospels are filled with stories about people being surprised and shocked by the words and actions of Jesus. Recall the stories of the annunciation and visitation. In what ways were Mary and Elizabeth surprised and shocked?
- Share the story of the shepherds going to Bethlehem.
- Children to highlight the words and phrases that describe the surprise and shock felt by the shepherds.
- Why was the message of the angels described as “news of great joy?”
- The angels gave Jesus certain titles: Saviour, Christ, Lord. Use a dictionary or thesaurus to find out the meaning of these titles. Which one do you like the best? Why?
- Act and speak in role for the children as one of the shepherds. Describe your thoughts, feelings and reactions to the events of the first Christmas night.
- Children to work in groups to prepare and ask you questions about your experience.
- What are your personal thoughts about the story of the shepherds?
- What is your favourite part of the story? Why?
- What do you think the story teaches us about Jesus? Why is that important?
- Children to write in role as one of the shepherds exploring their feelings and reactions at this event. Ask the children to describe in as much detail as possible the manger scene and what effect they think this event had upon their lives. Encourage the children to use the titles given to Jesus by the angels in their writing.
- Other children might draw pictures of a shepherd and write captions to express their thoughts and feelings.
- The Season of Christmas is special to Christians because it celebrates the coming of Jesus Christ into our world.
- Children to think about the meaning of the word Christmas.
- What other ideas and words does it evoke?
- Create word banks of Christmas words and decide which are the most important for the Season of Christmas.
- Children to research the story of St. Francis of Assisi and the building of the first crib.
- Why do you think that St. Francis started the custom of making a crib?
- What does the crib tell us about Jesus? Children to share their ideas in pairs and tell the rest of the class.
- Why is the crib an important religious symbol for Christians today?
- Write some prayers at the crib which the children can use during the Christmas Season.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

R1 That the Bible is God's living Word; that in word and deed Jesus revealed the love and mercy of God.

- Know the story of the visit of the shepherds to Bethlehem.
- Understand that this was an extraordinary moment in their lives.
- Empathise with the thoughts and feelings and reactions of the shepherds.
- Be able to identify and discuss the meaning of the titles given to Jesus by the angels.

C3 Of the significance and power of signs and symbols.

C11 Increased understanding of the variety of forms of prayer.

- Know the story of St. Francis of Assisi and the first crib.
- Understand that the crib helps Christians to remember the presence of Jesus in the world.
- To reflect on the manger scene and what it tells us about Jesus.

Find Bethlehem on the map.

Create displays with the titles given to Jesus by the angels.

Imagine you were the shepherd returning from Bethlehem. After all you had seen write your prayer to God about that night.

Use internet to discover other Christian Christmas customs which help us to recognise the presence of Jesus.

Create crib scenes. Think about the multicultural aspects, e.g. the colour of the characters and the clothes they would have worn. Look at multicultural pictures of the crib scene.

RELATED SCRIPTURE

Lk. 2: 8-20 – The Angels and the Shepherds

OTHER LINKS

Art Work: Look at pictures of the adoration of the shepherds from religious art. Draw and paint their own pictures.

D.T. Make a class Crib scene.

COLLECTIVE WORSHIP

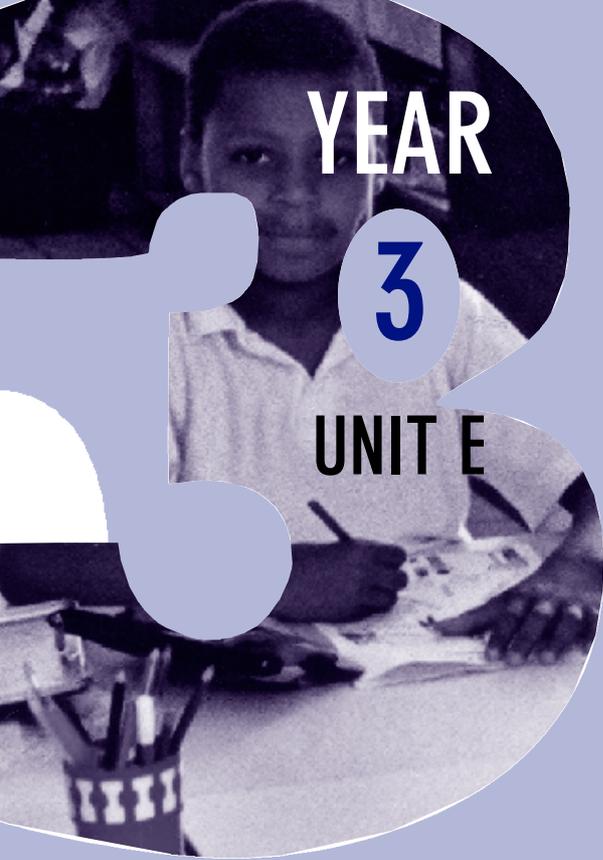
- Learn some Christmas Carols about the shepherds visiting Jesus.
- Use some of the titles given to Jesus in their prayers.
- Write and use some “Shepherd’s Prayers” about Christmas.
- Use the Crib for moments of quiet prayer and reflection.
- Invite your priest or deacon to bless the class Crib.

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?



WE LISTEN TO GOD'S WORD AT MASS

ABOUT THE UNIT

This unit involves the children in thinking about listening and finding out about the Liturgy of the Word at Mass. Through this topic they will explore the value and the importance of listening to the Word of God in the Scriptures.

WHERE THE UNIT FITS IN

The unit builds on previous work on the Mass in the Belonging theme and also in the Year 2 unit on the Mass.

PRIOR LEARNING

It would be helpful if the children have:

- a basic knowledge of the difference between the Old. Testament and the New Testament
- an awareness of some of the parts of the Mass.

SKILLS

Listening skills, thinking skills, interpreting symbols, sequencing skills.

VOCABULARY

Listening, hearing, Liturgy of the Word, Old Testament, Responsorial Psalm, New Testament, Gospel.

ASSESSMENT

At the end of this unit:

Most children will know and understand the importance of listening. They will know the structure of the Liturgy of the Word at Mass and will be able to discuss and write about why it is important that Christians listen to the Word of God.

Less able children will know that at the celebration of Mass we listen to readings from the Bible. They will be able to name and recall some of these stories.

More able children will have a greater understanding of the consequences of listening or not listening. They will know and understand that the Word of God guides the life of the Christian people and they will be able to give examples of what the Bible teaches about God and how Christians should live.

	A.T.1	A.T.2
Most children will	3b 3c	
Less able children will	2c	2c
More able children will	3a 3b 3c 4a	3c 4a

PROGRAMME OF STUDY

TEACHING STRATEGIES

L1 Accounts in scripture of God's invitations and a variety of responses.

- Discuss with the children reasons why it is important to listen.
- Create lists of people and things they like listening to and reasons why.
- What don't you like listening to? List these as well with reasons.
- Compare lists and then place in order of priority the most important people and things they need to listen to.
- Explore the difference between hearing something and listening to something. What skills are needed to listen?
- Why do we need to listen?
- What does listening help us to do?
- Children to work on a short role-play in groups about times when they listened well or times when they did not listen. Give appropriate guidance and support and make sure that expectations of the children are clear.

- The Bible is filled with stories about people who listened and responded to the call of God.
- Children to read the call of Samuel. Look at illustrations for the story and discuss.
- What sort of boy do you think Samuel was?
- How do you think Samuel felt when he kept hearing his name being called?
- Can you give any reasons why Eli kept telling Samuel to go back to sleep?
- If you had been Samuel, what thoughts would you have had if you had heard the voice?
- Lead the children in an imaginative contemplation of this story.
- Samuel listened to the voice of God who was calling him to do something special with his life. Do you think that God might continue to speak today, calling people to do something special with their lives for him?
- What message might the story of Samuel have for Christians today?

- Explain that for Catholic Christians the Bible is one of the important ways in which God speaks to his people.
- Children to recall favourite Bible stories. Discuss and write about the message contained in these stories. You might consider using the parable of the good Samaritan and the parable of the lost sheep.

C5 The broad structure of the Eucharist.

Ch1 Ways of taking part in the life and worship of the domestic, local church, e.g. celebrating the Eucharist.

- Explain that the second part of the Mass is called the Liturgy of the Word. This is an important time in the Mass when God's family listens to God speaking to them in the scripture readings.
- Children to recall what happens at this part of the Mass. In groups use Children's missals to find as much information as they can about the Liturgy of the Word.
- The first reading usually comes from the Old Testament. Recap which part of the Bible this is. What stories can the children recall from the Old Testament? What do they tell us about God?
- Children to work in small groups to research information from different Old Testament stories. Record information in a fact file and any of the children's thought about the messages contained in these stories.
- At the end of the first reading at Mass the reader says: "This is the Word of the Lord." The people reply: "Thanks be to God." Why do you think this is said?
- The responsorial psalm comes from the Old Testament Book of Psalms. We join in the words of the psalm after the first reading. Explain that they were written as a special form of song.
- Share some extracts of Psalms with the children. These might include: *Psalms 150, 136 (135), 148 (147), 67 (66)*.
- Create some music to accompany these psalms. Use simple percussion.
- The second reading usually comes from the part of the New Testament after the four gospels and is usually a reading from one of the letters of the apostles or the Book of Acts or the Book of Revelation. Explain that in these readings we are taught many important things about following Christ and belonging to his Church.
- Ask the children to find as many names of these books as they can.
- Provide the children with a range of New Testament readings, e.g. *1 Corinthians 13:4-8; 1 Corinthians 11:23-26; Colossians 3:16-17; 1 John 4:7*. Ask them to discuss the messages they think are contained in these readings.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

L1 That God calls and invites a free response.

- Know the story of the call of Samuel.
- Understand that through listening, Samuel was able to hear God speaking to him.
- Recognise in the Bible God continues to speak to his people today.
- Be able to recall some of the scriptures and explain what the message of the reading contains.

C5 Of what the Church is doing in the celebration of the Eucharist.

Ch1 That living and celebrating the Church's liturgy reveals God's love and forgiveness and brings joy and new life.

- Know that in the Liturgy of the Word at Mass God is speaking to us.
- Understand the meaning of some readings we hear at Mass.
- That the first reading in Mass usually comes from the Old Testament.
- That the responsorial psalm is a song from the Book of Psalms.
- Discuss and recognise some of the images of God found in the Old Testament.
- Know that the second reading at Mass comes from the New Testament.
- Be able to discuss some of the teachings of the New Testament letters.

Look at the structure of the ear and how it works.

Did Samuel always listen carefully to the voice of God? Read more of the story to find out.

This could be a group activity with children reporting back to the rest of the class.
As part of the children's experience and participation in collective worship, use the structure of the Liturgy of the Word.

Use these words often when reading passages from the Bible to familiarise children with the responses.

During celebrations of Mass with the children try to sing at least the response to the psalm.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear, read and explore the gospel accounts of key events in the life of Jesus.

- The gospel reading is welcomed with the singing of the “alleluia” a Hebrew word that means, “praise God”.
- Children to role-play what happens at Mass for the proclamation of the gospel. Include in this the use of the lectern, the greetings and the responses and the signing with the cross on the forehead, lips and heart, the carrying of candles and the kissing of the book of gospels by the priest or deacon.
- Why do you think we stand to welcome the gospel?
- Why make the sign of the cross on the forehead, lips and heart?
- Why do you think that candles are held at the lectern during the gospel reading?
- Why does the priest or deacon kiss the book of gospel at the end of the reading?
- Emphasise to the children that Jesus is present in the reading and proclaiming of the gospel.
- Children to use Bibles to research stories from the gospels of Matthew, Mark, Luke and John. What sort of writing have you found? Parable, miracle, some teaching of Jesus or a narrative of something that happened in his life. Children to record their findings on a grid.
- In the gospels we find numerous stories and events which remind Christians about the importance of listening to the words of Jesus.
- Read the Baptism of Jesus in *Mark 1:1-12*.
- Dramatise the Baptism with different voices. You might want to add some percussion for effects!
- What title did the voice from heaven give to Jesus? So whose voice was it? What descended upon Jesus?
- Explain that in this event, God is revealed as Father, Son and Holy Spirit. Create a grid and write down the words and actions of the Father, the Son and the Holy Spirit.
- Revise previous work on Baptism. In what ways does the Baptism of Jesus differ from a celebration of Baptism today?
- Read the story of the Presentation of Jesus in the temple. *Lk.2:22-40*. Recall some of the things that Mary and Joseph heard about their baby Jesus from Simeon and Anna.
- Create drawings and speech bubbles to capture their thoughts.
- Conclude the unit with some discussion about what the children have learnt about listening to God in the Liturgy of the Word at Mass and the importance of the message of Jesus in the gospels.

LEARNING OUTCOMES

- That in the four gospels we listen to the words of Jesus and the story of his life.
- That the gospel reading is the most important part of the Liturgy of the Word.
- Be able to join in with associated responses and actions.

R1 That the Bible is God's living Word; that in word and deed Jesus revealed the love and mercy of God his Father.

- Know the story of Jesus' Baptism.
- Recognise the presence of God the Father, Son and Holy Spirit in this event.
- Discuss and recognise differences between the Baptism of Jesus and a celebration of Baptism today.

- Know the story of the presentation of Jesus in the temple.
- Recognise some of the things that Mary and Joseph listened to about Jesus.

FURTHER DEVELOPMENT

Use religious art to supplement this unit of work.

Create pictures capturing the event of the Baptism of Jesus.

Look for images of the Holy Trinity in art.

Revise the sign of the cross as the prayer of the Trinity.

Look at some religious art of the presentation. Children to paint their own pictures of this scene.

RELATED SCRIPTURE

1 Samuel 3: 1-12 – The Call of Samuel

Psalms 150, 136(135), 148(147) 67(66)

1 Corinthians 13: 4-8 – Hymn to Love

1 Corinthians 11: 23-26 – Institution of the Eucharist

Colossians 3: 16-17 – God's Word Living in Us

1 John: 4-7 – God is Love

OTHER LINKS

Multi-cultural links: Find out about the reverence and respect shown in other world religions to holy writings.

History link: The Old Testament originally written in Hebrew and the New Testament originally written in Greek. Find copies of the Hebrew and Greek Texts for the children to see.

COLLECTIVE WORSHIP

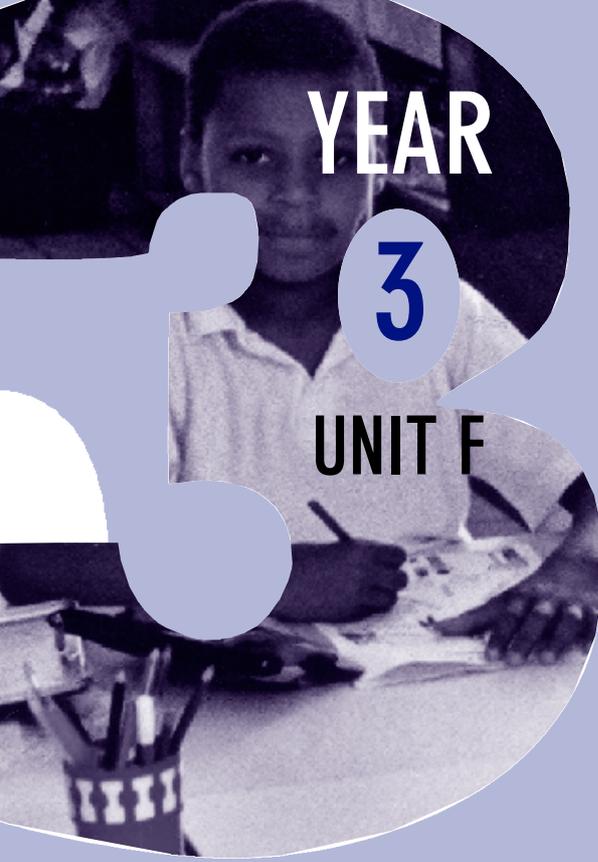
- Use many of the elements of the Liturgy of the Word in class based Collective Worship. Include all the responses to help the children learn them.
- Imaginative contemplation on different Scripture stories such as the story of Samuel.
- Use one of the Psalms studied as part of class prayer.

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

3

UNIT F

LENT

ABOUT THE UNIT

The unit is designed to help the children appreciate that during Lent Christians resolve to change and try to become more like Christ. The children will be introduced to new Gospel stories about Jesus bringing change into the lives of people he encountered.

WHERE THE UNIT FITS IN

The unit builds on prior learning from Year 2 when we considered Lent as a special time to seek God's forgiveness and offer it to others.

PRIOR LEARNING

It would be helpful if the children have:

- some experience of the customs of Lent
- some knowledge of the miracles of Jesus.

SKILLS

Discussion skills, thinking skills, letter writing, Bible research, prayer writing, interpreting symbols, research skills.

VOCABULARY

Lent, change, miracle, Widow of Nain, paralysed man, Ash Wednesday, sorrow, forgiveness.

ASSESSMENT

At the end of this unit:

Most children will know and understand that the Season of Lent is a time when Christians try to change to be more like Christ. They will know some stories about Christ bringing change to the lives of people who were sick and in need.

Less able children will know that Lent is an important Season in the Church year. Know some stories about Jesus helping people in need.

More able children will know the effects of the change Jesus brought to the lives of people who were sick. They will be able to recognise ways in which people who follow Christ might want to change during Lent.

	A.T.1	A.T.2
	3b	3a 3b
	2a 2b	2b
	3a 3b 4a	3a 3b 4a

PROGRAMME OF STUDY

R2 Hear, read and explore gospel accounts of how the lives of men and women were changed by their encounters with Jesus.

R3 Recognise joy and giving and receiving in relationships.

L3 Gospel accounts which show the love and complete self-giving of Jesus.

C2 Elements of sacramental celebration; major liturgical seasons.

C3 Signs and symbols and their significance in liturgy.

C11 A variety of prayers and prayer forms, e.g. act of contrition.

TEACHING STRATEGIES

- Explore with the children different ways that they have changed and invite them to discuss these with the class.
- Jesus met many people who needed his help. Children to recall stories when Jesus was able to offer help and support to those in need.
- Children to read the miracle of the widow of Nain's son. Who were the main characters and where did the event happen?
- What feelings and reactions best describe the characters?
- Why do you think Jesus brought the man back to life?
- Which words and actions in the text describe what Jesus did?
- How did Jesus change the life of this family?
- Why do you think that this story was written down for us to read and remember?
- Children to imagine they were one of the people standing in the crowd and saw this event take place. Imagine they had a chance to speak to Jesus about what happened. What questions might they ask him and what answers do they think they will get back?

- Explore the miracle of the healing of the paralysed man.
- Put the story into scenes and act it out, possibly using "freeze frames".
- Read the text and explore the different voices that might have been used by the characters to emphasise their reactions.
- What new title is given to Jesus in the story? Try to find out its meaning.
- Why do you think that the scribes reacted badly to what Jesus said and did?
- Write a portrait character of Jesus in the form of a letter to him using this miracle to describe his attributes.
- Create posters and advertisements about the qualities of Jesus and his words and actions. Children to think of appropriate slogans.

- Lent is a period of time when Christians think about things that need to change in their lives to become more like Jesus Christ.
- Recall what happens on Ash Wednesday. Discuss the meaning of the symbols of ashes, e.g. seeking forgiveness, desire to change to be more like Jesus.
- Create acrostic poems out of the word "change" to explore some of the things they might try and do during Lent to become more like Christ.
- Find out about some Lenten customs and religious practices that people engage in.
- Talk to children about the importance of the prayers of sorrow. Learn the act of contrition. What do the words of this prayer tell us about trying to change and become more like Jesus?
- Look at some songs and hymn of Lent which express a desire to change and become more like Jesus.
- Lent is a period of time when Christians work to bring change into the world for those most in need.
- Explore some of the work of the Fr. Hudson's Society and CAFOD.
- What sort of change are they trying to bring about?
- How can we help during the Season of Lent?

- Create some litany style prayers expressing a desire to change and also to help those in great need.

LEARNING OUTCOMES

R2 Peoples lives were changed by their response to Jesus.

R3 Relationships are enriched through giving and receiving.

L3 Of generosity and unselfishness of Jesus.

- Know some of the miracles of Jesus which recall his words and actions.
- Understand that through his miracles, Jesus was able to show people the love and forgiveness of God and bring about change in their lives.
- Role-play, discuss and write about the miracles of the widow of Nain's son and the healing of the paralysed man.

G2 A developing awareness of customs, traditions, major liturgical seasons.

G3 Of the significance and power of signs and symbols.

C11 Increased understanding of a variety of forms of prayer.

- Know that Lent is a special season when Christians pray for forgiveness and try to change to become more like Jesus.
- Understand the meaning associated with receiving the ashes on Ash Wednesday.
- Be able to explore some of the traditional customs and practices of the Season of Lent.

FURTHER DEVELOPMENT

Find Capernaum on the map of the Holy Land.

Explore and discuss other stories which describe the change that Jesus brought to peoples' lives.

Use ashes in collective worship and place them around the focal point.

Remind the children about the burning of the previous years palms for the celebration of Ash Wednesday.

Recall previous work on the prodigal son.
Invite somebody from Fr. Hudson's Society, SVP or parish justice and peace group to talk to the class.

RELATED SCRIPTURE

Mk. 2: 1-12 – The Cure of the Paralytic

Lk. 7: 11-17 – The Widow of Nain

OTHER LINKS

Some excellent opportunities for drama work and 'Circle time'.

Geography: Find out about countries of poverty where change is needed to help people to live.

COLLECTIVE WORSHIP

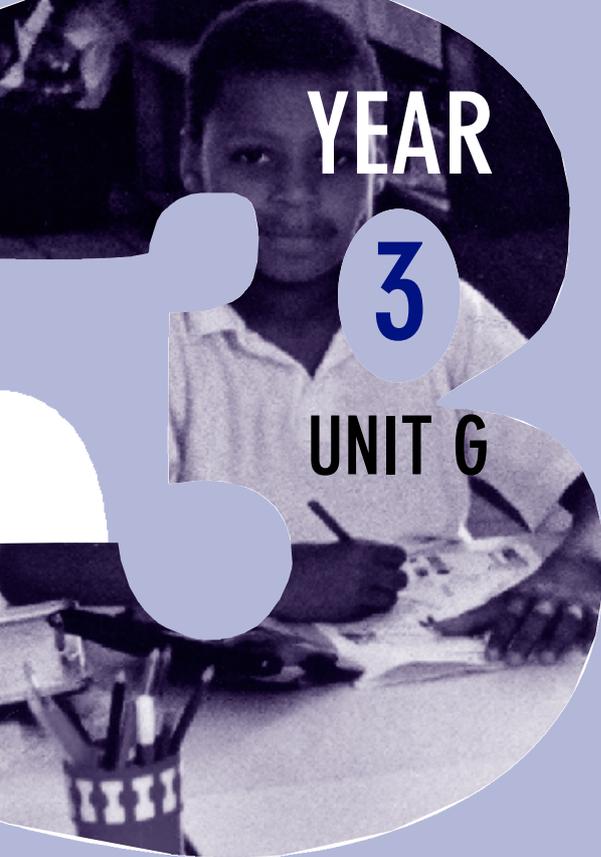
- Use the Act of Contrition as part of class prayers.
- Create a book of class prayers to be used during Lent.
- Use a Psalm as part of class prayer during Lent.
- Learn a sung version of the Penitential Rite.

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

3

UNIT G

PRAYER

ABOUT THE UNIT

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

WHERE THE UNIT FITS IN

The unit links with previous work on prayer in Year 2.

PRIOR LEARNING

It would be helpful if children have:

- knowledge of the Our Father and Hail Mary
- experience of different styles of prayer
- some knowledge of Catholic signs and symbols.

SKILLS

Thinking skill, reflection skills, interpreting symbols, reading skills, research skills.

VOCABULARY

Prayer, Cross, Candles, Church building, Blessed Sacrament, holy water, confession, statues, genuflection, sign of peace, sukkot, Psalm.

ASSESSMENT

At the end of this unit:

Most children will know that Jesus valued his relationship with God his Father in prayer. They will understand that people can pray in different ways and will be able to talk about different styles of prayer and some symbols used to help people to pray.

Less able children will know that prayer is important to the life of a Christian and will be able to identify some styles of prayer.

More able children will have a greater understanding of the meaning of some gestures and actions associated with prayer. They will be able to talk about why moments of prayerful reflection are important and how through prayer Christians follow the example of Jesus who prayed to God his Father.

	A.T.1	A.T.2
	3b	3b
	3c	
		3d
	2a	
		2b
		2d
	3b	3b
	3c	3c
		3d
	4b	4d

PROGRAMME OF STUDY

TEACHING STRATEGIES

C10 Prayer in the life of Jesus.

- Children to recall some of the fun things they enjoy doing.
- How many of these are associated with spending time with other people.
- Jesus enjoyed spending time and doing things with other people. Can the children recall different events from his life when he did this?
- Jesus enjoyed spending time with God, his Father when he prayed.
- Share the story of Jesus going up to the hills to pray.
- Why do you think Jesus did this?
- How do you think that praying to his Father helped Jesus?
- What sort of things might Jesus have spoken to the Father about in prayer?
- Provide the children with an opportunity to experience some quiet reflective time. Use candles, focal points such as an icon or cross and some music. Direct them into thinking about the things that they want to speak to the Father about the most and the things that they want to praise and thank God for. Provide a few moments for quiet reflection, asking the children just to sit and listen.

C11 A variety of forms of prayer.

- Revise with pupils the litany format of prayer as previously learnt in key-stage 1. Use this as a way of thinking about praising and thanking God for the many gifts they have received.
- Places can be special for prayer.
- Explore with the children some of the different places in a Catholic Church that are special for prayer. Include the presence of the Blessed Sacrament, lighting candles, the way of the cross, blessing with holy water, confessional and other sacred images.
- Visit the church and provide the children with moments to sit and think about what they can see and what that might tell them about the importance of prayer.
- Children to write a reflection on what they have seen in the church and how it might help them to pray.
- The church is not the only place that we can pray. Jesus told his disciples to pray constantly and so everywhere can be a place of prayer. Children to think about different places that can help them think of God, e.g. something in creation, some object or religious artefact or picture, focal point in class, somewhere in their home. Children discuss and write about their special place for prayer.
- Explore with the children some of the different actions and gestures that are important for prayer and worship.
- Include here genuflection to the Blessed Sacrament, offering the sign of peace at Mass, making the sign of the cross, making the sign of the cross on head, lips and heart, at the gospel, bowing, carrying the cross and candles in the procession at Mass, using rosary beads.
- Why are these actions important? What is the meaning of them?

C10 Prayer in the life of Jesus.

- Jesus grew up as a Jewish child and experienced many of the Jewish customs and traditions of prayer. Introduce the children to some of the special prayer traditions of the Jewish religion that Jesus would have been used to.
- Children to find out about Sukkot the Jewish feast of the harvest and the creation shelters in the garden decorated with fruit and branches.
- Introduce the children to a selection of Jewish psalms of thanksgiving for creation. Ask them to discuss the words in groups and decide which they like the best and for what reasons.
- Jesus wanted his own disciples to share his life of prayer. Look at the words of the "Our Father" with the children.
- Children to think about the different statements and try and explain the meaning of the words. Which statements in the prayer do the children like the most? Why? What does the prayer tell us about God as our Father?
- Mary and Joseph would have taught Jesus how to pray. Christians claim Mary to be not only the Mother of God but their mother as well.
- Look at the words of the "Hail Mary" what do they tell us about Mary? What do the children think are the meanings of some of the statements?

LEARNING OUTCOMES

C10 Know what Jesus said about prayer and how he prayed to God his Father.

- Know about Jesus praying to God his Father
- Understand some reasons why this time of prayer was important to him.
- Join in moments of prayerful reflection.

C11 Increased understanding of a variety of forms of prayer.

C3 Of the significance and power of signs and symbols.

- Know that many places are special for people to pray.
- Identify some of the places in a Catholic Church that help people to pray
- Recognise that the importance of signs and symbols and actions in moments of prayer and worship.

C10 Know what Jesus said about prayer and how he prayed to God his Father.

- Know about some of the Jewish festivals of prayer that Jesus would have celebrated.
- Discuss and reflect on some of the psalms as prayers Jesus would have known.

- Know by heart the words of the “Our Father” and the “Hail Mary”.
- Be able to discuss the statements in the prayers and some meanings to them.

FURTHER DEVELOPMENT

RELATED SCRIPTURE

Mk. 1: 35-36 – Jesus Goes to Pray in the Hills

Mk. 6: 9-15 – Jesus Teaches His Apostles to Pray

Lk. 11: 1-4

OTHER LINKS

ICT links: Use clip art packages to find images of religious symbols to create posters.

COLLECTIVE WORSHIP

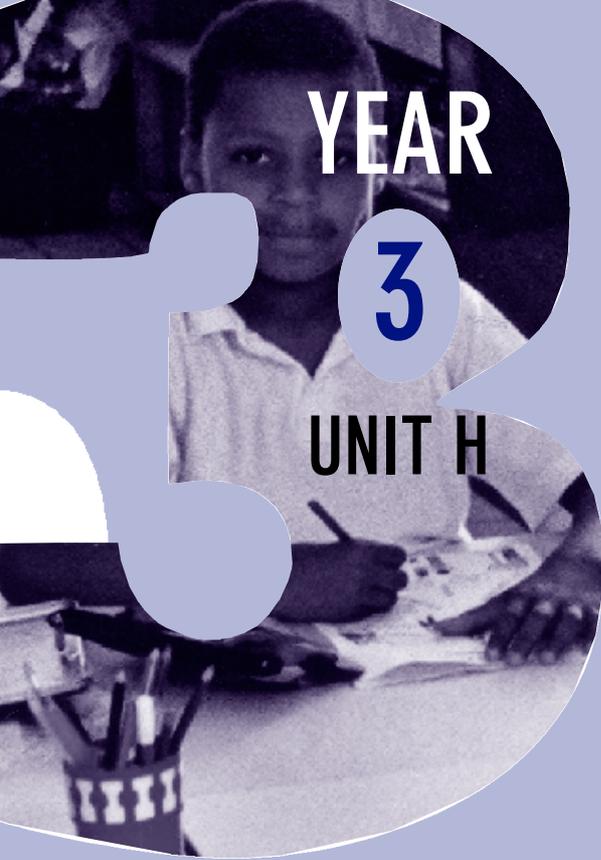
- Provide children with moments of quiet prayer. Create a Prayerful atmosphere using candles, music and focal point.
- Use some of the gestures of prayer during collective worship such as the sign of peace. Marking the cross on head, lips and heart before reading the Gospel.

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

3

UNIT H

HOLY WEEK

ABOUT THE UNIT

The unit is designed to help deepen the children's knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass.

WHERE THE UNIT FITS IN

Where the unit fits in This unit builds on the units from Year 1 and Year 2 where children studied Palm Sunday and Maundy Thursday as part of their Holy Week work.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the events of Holy Week.

SKILLS

Thinking skills, research skills, empathetic writing, report writing, word association skills.

VOCABULARY

Holy Week, hosanna, Palm Sunday, Last Supper, Mass, Eucharist, Breaking of the Bread, Son of David, Passover.

ASSESSMENT

At the end of this unit:

Most children will know that Holy Week celebrates the last week of the life of Jesus here on earth. They will understand that the events of Palm Sunday and the Last Supper tell us about who Jesus is. They will be able to make some links between the Passover, the Last Supper and the celebration of Mass.

Less able children will know the story of Palm Sunday and some reasons why Jesus was special to the crowd. They will be able to retell the story of the Last Supper and recognise a link with the celebration of Mass.

More able children will understand that Jesus was preparing in Holy Week to die for others. Recognise in the Last Supper Jesus' sacrifice of his life. Appreciate that the different names for the celebration of Mass describe the reality being celebrated.

A.T.1 A.T.2

3a 2b
3c 3c

2a 2b
2c

3a
3c 3c
4a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear read and explore gospel accounts of key events in the life of Jesus; death and resurrection.

C1 Celebrations which mark significant events in peoples lives.

C2 Elements of sacramental celebration

C6 The significance of the Church's names for the Eucharist; the Mass, Eucharist, the Lord's Supper, the Breaking of Bread.

R1 Hear, read and explore the gospel accounts of key events in the life of Jesus, the Last Supper.

- Revise with the children the names, traditions and liturgical colours associated with the different liturgical seasons of the Church's year. Put the seasons into the correct chronological order.
- Can the children recall some of the different symbols associated with the season? What do the symbols tell us about the season?
- Explain that "Holy Week" is the name given to the week when the Christian Church celebrates the death and resurrection of Jesus. Why do you think that it is given that name?
- Children to brainstorm ideas associated with the last few days in the life of Jesus and his resurrection from the dead.
- Can the children remember anything about the special celebrations that take place in church during this week?

- Palm Sunday is the beginning of the Church's celebration of Holy Week. Children to read the story of Palm Sunday from the Bible and recall the main points through questioning.
- Why do you think Jesus was so popular?
- What titles was Jesus given by the crowds waving their palms?
- Research the meaning of these titles.
- What do you think the people were expecting Jesus to do?
- Children to write their own story as one of the crowd. What did they see? What was the reaction of other people there?
- Children to imagine being a newspaper reporter, interviewing different people present at the event. What would you expect them to say about Jesus entering Jerusalem? Write newspaper reports and create headlines that include the titles given to Jesus in the story.
- Learn some Palm Sunday hymns. Make links between the singing of "hosanna" and the "holy, holy", at the celebration of Mass.
- Explore with the children the story of the Last Supper. Make a list of the different preparations that the disciples had to complete for the celebration.
- Recall what Jesus said at the table about being betrayed. How would you have felt if you had heard Jesus say these words? Why do you think that one of his friends might betray Jesus?
- Focus the children's attention on the words and actions of Jesus with the bread and wine. Took, blessed, broke and gave.
- Make a link with these words and the words of the priest at the celebration of Mass.
- Talk to the children about the priest being in the place of Jesus at the celebration of Mass, doing what he did at the Last Supper.
- Draw pictures and captions of Jesus' words and actions at the Last Supper. Draw pictures and captions for the similar words and actions of the priest during the celebration of Mass.
- Pupils to write diary accounts as a disciple at the Last Supper, recalling what happened and their thoughts and feelings at the time.
- Talk to the children about some of the different names that are given for the celebration of Mass today, e.g. Mass, Eucharist, The Lord's Supper, the Breaking of Bread. Children to find out the meaning of some of these terms and why they have been used to describe the celebration of Mass.
- The celebration of the Last Supper probably took place during the Jewish celebration of Passover.
- Research information about the Passover and the story and event it celebrates.
- Children to learn about the different foods shared at the Passover meal and their symbolic meaning. Include in this the seder plate, shank-bone, unleavened bread, bitter herbs and charoseth.

LEARNING OUTCOMES

R1 That the Bible is God's living Word; begin to find their way round the Bible; that in word and deed Jesus revealed the love and mercy of God his Father.

- Know the story of Palm Sunday
- Understand some reasons why Jesus was so popular
- Identify the titles given to Jesus and their meaning.

C1 That the celebration of significant events express thanksgiving and joy in growth and change.

C2 A developing awareness of the customs, traditions, major liturgical feasts and seasons.

C6 That participation in the Eucharist is sharing the prayer, thanksgiving and sacrifice of Jesus.

R1 That the Bible is God's living Word; begin to find their way round the Bible; that in word and deed Jesus revealed the love and mercy of God his Father.

- Know the story of the Last Supper.
- Understand that Jesus Showed his disciples the meaning of his death.
- Be able to empathise with the thoughts and feelings of the disciples.
- Make links between the celebration of the Last Supper and the celebration of Mass.
- Know that Jesus commanded his disciples to celebrate this meal in memory of him.
- That in celebrating the Mass we fulfil the command of Jesus.

FURTHER DEVELOPMENT

Create a liturgical map for the classroom, highlighting dates and times of the different seasons of the year.

Have photographs and pictures of the different events of Holy Week and the Church's celebrations for the children to refer to.

Look at the story of Palm Sunday from a video presentation of the life of Jesus.

Include in the newspaper report a map that indicates the journey of Jesus from Bethany to Jerusalem and into the temple.

Find some religious art of the Last Supper.

Find out about the celebration of Holy Thursday in church and what happens during this special celebration of Mass.

Celebrate a simple Passover meal with the children.

RELATED SCRIPTURE

Mt. 21: 1-11, Mk. 11: 1-11, Jn. 11: 12-19 – The Entry of Jesus into Jerusalem
Mk. 14:12-21, Lk. 22: 7-13, Mt. 26: 17-30 – The Institution of the Eucharist

OTHER LINKS

Music links: Some important links here for Palm Sunday songs and percussion. Also learn some songs about the Last Supper.

COLLECTIVE WORSHIP

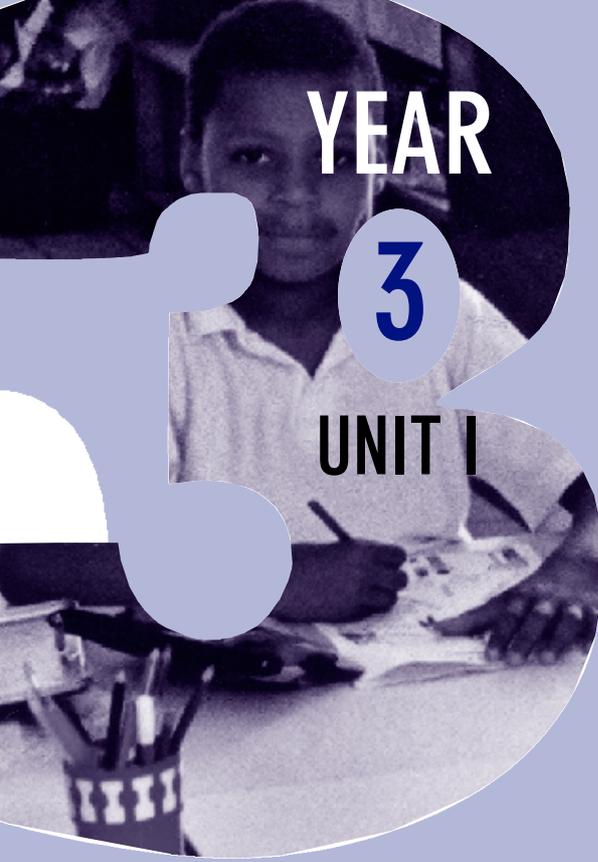
- Use the “Holy Holy” in class prayer as a reminder of the hosannas sung by the children of Jerusalem.
- Create a mime of the story of the Last Supper.
- Write a prayer to be said in preparation for the celebration of the Mass.

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

3

UNIT 1

EASTER

ABOUT THE UNIT

This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.

WHERE THE UNIT FITS IN

Children will have studied the theme of Easter throughout Key Stage 1. This unit will also prepare the children for future Topics on the Eucharist in Year 3 and Year 4.

PRIOR LEARNING

It would be helpful if children could:

- recall some stories about the resurrection appearances of Jesus.

SKILLS

Discussion skills, role play, reference and research skills, speaking and listening, empathetic writing.

VOCABULARY

Easter, Emmaus, resurrection, breakfast, shore, breaking of bread, Eucharist.

ASSESSMENT

At the end of this unit:

Most children will know the Stories of the Road to Emmaus and Breakfast at the Shore. They will understand that through these events the Apostles of Jesus became aware of his presence amongst them. They will know that the Church celebrates the presence of the Risen Christ at the Eucharist. They will be able to identify moments in the Mass when this is celebrated.

Less able children will be able to retell parts of the Stories of Emmaus and Breakfast at the Shore.

More able children will appreciate more fully the impact that the presence of the Risen Christ had upon the Apostles. They will recognise in the Resurrection appearances that Christ wanted to continue to share his life with his followers. They will understand that the Celebration of the Eucharist provides an opportunity for the entire Church to meet the Risen Christ today.

A.T.1 A.T.2

3a 3b
3b 3c

2a 2b

3a 3b
3c 3c
4b 4b

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear, read and explore gospel accounts of key events in the life of Jesus; the Resurrection.

R2 Hear about, read and explore gospel accounts of how the lives of men and women were changed by their encounters with Jesus.

L5 Sunday as the Lord's day.

- Children to recall their previous learning about the season of Easter. Focus on what happened to Jesus, the symbols of the season and different scripture stories.
- During the fifty days of Easter we celebrate the joy of Jesus being risen from the dead. Revise the symbols of the season studied in Year 2, especially the Paschal Candle and the symbolism of water.
- At the resurrection of Jesus, the disciples became aware once again of being in the presence of Jesus. Focus on the stories of Easter with the children from this perspective.
- Share the story of Emmaus with the children.
- Underline key words and phrases in red that show that the disciples did not recognise Jesus.
- Underline key words and phrases in blue that tell us how Jesus made himself known to his disciples.
- Examine the text for words and phrases which show the different thoughts and feelings of the disciples at different stages of the story.
- Look at the words and actions of Jesus at the table at Emmaus. When did Jesus say and do these things before?
- Children to write an account of the story of Emmaus as one of the two disciples. Emphasise the mood of the character at the beginning, the words and actions of Jesus and the change that came over the character by the end.
- Read the story of the disciples fishing and having breakfast with Jesus by the shore.
- Underline key words and phrases in red that show the disciples failing to recognise Jesus.
- Underline key words and phrases in blue that tell us how Jesus made himself known to the disciples.
- Find Galilee on the Holy Land map. Why do you think the disciples had returned to Galilee? What is at Galilee and what was the previous occupation of some of the disciples?
- In this story we find echoes of other stories of Jesus, e.g. the miracle of the catch, the feeding of the 5000 with bread and fish and the calling of the disciples from their boats.
- Examine the story again with the children and see if they can recall these other stories from the life of Jesus.
- Draw pictures of Simon Peter and the disciples. Create captions to express their thoughts and feelings at this meeting with Jesus again.
- In the stories of Emmaus and the breakfast on the shore, the disciples shared food with Jesus and once again began to share in his life. Discuss with the children that in Holy Communion, Catholic Christians believe that they are sharing in the risen life of Jesus in a very special way.
- Look at pictures of the Eucharistic prayer and parts of the text which remind us that Jesus is truly present in the bread and wine.
- Revise with the children that every Sunday God's family gathers together to celebrate the resurrection of Jesus and welcome his presence in Holy Communion.
- For the children preparing to receive Holy Communion, list five ways that they can prepare for this celebration.

LEARNING OUTCOMES

R1 That the Bible is God's living Word; to begin to find their way round the Bible; that in word and deed Jesus revealed the love and mercy of God his Father.

C2 That people's lives were changed by their response to Jesus.

- That at Easter we celebrate the presence of the risen Jesus in the world.
- Know the story of Emmaus and the story of Breakfast at the Shore.
- Understand some reasons why the disciples were so amazed at their meeting with Jesus.
- Recognise that in the celebration of the Mass we celebrate the presence of the risen Jesus with us today.

L5 That worship and obedience are responses to God's love.

FURTHER DEVELOPMENT

Ensure that the class prayer focus has appropriate Easter colours and symbols.

Use drama techniques to explore different moments in the gospel stories, e.g. when the disciples recognised the presence of the risen Jesus.

Children to research the appropriate miracles and call of the disciples from the Bible.

RELATED SCRIPTURE

Lk. 24: 13-35 – The Story of Emmaus

Jn. 21: 1-14 – Breakfast at the Shore

OTHER LINKS

Art Work: Capture through art those encounters between Jesus and the Apostles.

Look at some of the religious Masters of the Supper at Emmaus.

COLLECTIVE WORSHIP

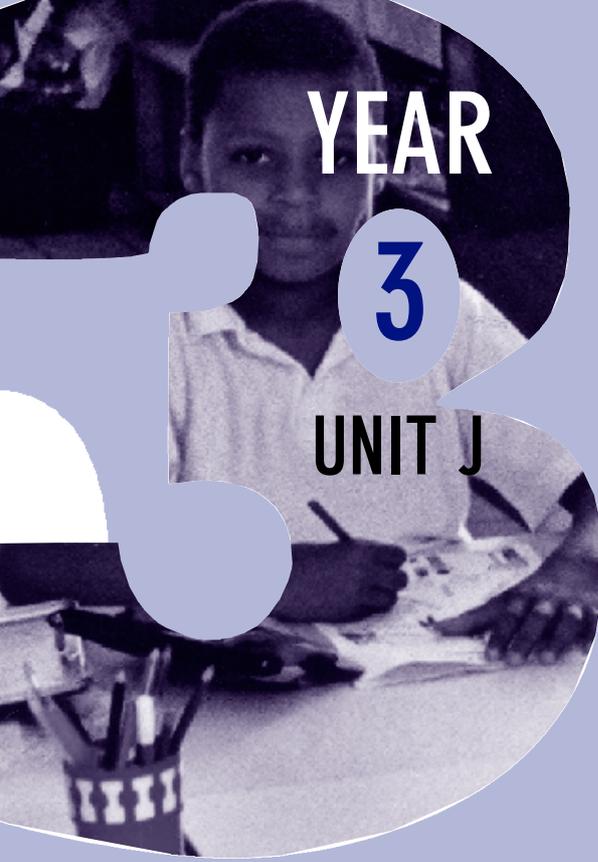
- Importance of devotion to the Eucharist. Remind the children about the presence of the Blessed Sacrament in Church and how this provides opportunities for personal prayer and reflection.
- Create a class prayer in preparation for the celebration of Mass.

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

3

UNIT J

THE EUCHARIST IS A THANKSGIVING TO GOD

ABOUT THE UNIT

In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.

WHERE THE UNIT FITS IN

Where the unit fits in The unit builds on previous work about the Mass in Year 3 and also some work in Year 2 about the Liturgy of the Eucharist.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of what the Priest does at the altar when the gifts of bread and wine are presented.

SKILLS

Interpreting symbols, group work, research work, empathetic writing.

VOCABULARY

Liturgy of the Eucharist, thanksgiving, bread and wine, sacrifice, resurrection, Holy Holy, Memorial Acclamation, Body of Christ.

ASSESSMENT

At the end of this unit:

Most children will be able to sequence the Liturgy of the Eucharist and discuss the different words and actions associated with this part of the Mass. They will understand that this is a celebration of thanksgiving for the death and resurrection of Christ who is present in the form of bread and wine.

Less able children will be able to recall some of the words and actions of the Liturgy of the Eucharist. They will know that Christ becomes present in the form of bread and wine.

More able children will understand the importance that the Church attaches to the Celebration of the Mass. They will be able to speak confidently about the words and actions of the Liturgy of the Eucharist and explain why it is a celebration of thanksgiving for the sacrifice of Christ and his resurrection.

A.T.1 A.T.2

3a 3c

3c

2a 2a

2b 2c

2c

3a 3c

3b

3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Celebrations which mark significant events in peoples lives.

C5 The broad structure of the Eucharist.

- Discuss with the children the different types of celebration they have taken part in.
- Look at some of the things associated with the act of celebrating (e.g. gathering with those you belong to, remembering and celebrating an important event, showing your respect and love for others, taking a gift, sharing in food and drink, we enjoy the celebration and get something out of it).
- Create a brochure about what makes a good celebration.
- When Mass is celebrated, all the things which make up a really good celebration are there.
 - We come together as God's family.
 - We listen to the Word of God
 - We pray for other people
 - We bring our gifts of bread and wine.
 - We share in the meal which Jesus has given us.
 - We are strengthened to follow Jesus by receiving him during this celebration.
- Compare and contrast the celebration of Mass and other celebrations. Help the children to see important links but also important differences.
- In what way is the celebration of Mass different? What makes it a very special celebration?
- Recall the Introductory Rites of the Mass and the Liturgy of the Word studied in previous units.
- Explore with the children what happens at Mass after the Liturgy of the Word and the prayers of intercession. Explain that the third part of the Mass is called the Liturgy of the Eucharist.
- Recall the first action of this part of the celebration: The presentation of the bread and wine.
- Read with the pupils the prayers of offering the gifts of bread and wine.
- What do they say about the bread and wine? Why do you think it is important that we give something to God?
- An important part of any celebration is thanksgiving.
- Discuss with the children some of the things we can give thanks for at different celebrations. Why is it important to say thank you?
- Jesus did so much for the people he met. Read and dramatise the parable of the ten lepers.
- Children to find out what leprosy is?
- Explain that lepers were isolated people who could not be part of the community because of their illness.

- How do you think Jesus felt about the lepers who came to him? Create a "mind map".
- In what ways were their lives changed through their meeting with and being healed by Jesus?
- What do you think the Jewish Priests might have said when they saw the lepers healed?
- What does the miracle tell us about the importance of giving thanks?
- Imagine that you are the leper who came back and gave thanks. Children to work in groups, one child sharing his or her experience as the leper and the others asking questions.
- Use dictionaries and thesaurus to find out the meaning of the word Eucharist.
- Explain that during this part of the Mass we thank and praise God our Father for everything he has done through Jesus his son.
- Look at one of the texts of the Eucharistic Prayer (e.g. Eucharistic Prayer for Masses with children).
- Highlight in blue the different parts of the prayer which thank and praise God.
- Revise Preface Dialogue.
- Learn by heart the opening dialogue to the Preface and the words of the "Holy Holy".
- Make a card cut-out of a chalice and write inside some of the different words of the Eucharistic Prayer about praising and thanking God.
- Explore the meaning of the word "Sacrifice". Use dictionaries and thesaurus and find as many word associations as possible.

LEARNING OUTCOMES

C1 That the celebration of significant events expresses thanksgiving and joy in growth and change.

C5 Of what the Church is doing in the celebration of the Eucharist.

C6 That participation in the Eucharist is sharing the prayer, thanksgiving and sacrifice of Jesus.

- Know the names of the four parts of the Mass.
- Understand that each part has a special meaning.
- Be able to identify and explain what happens at each part of the Mass.

- Know that during the Eucharistic prayer we praise and thank God for everything God has done through Jesus.
- Understand some reasons why it is important to praise and thank God.
- Identify from the Eucharistic prayer some of the things we praise and thank God for.

- Know that during the Eucharistic prayer the priest asks the Holy Spirit to change the gifts of bread and wine into the Body and Blood of Christ.
- Be able to identify these words in the text.

FURTHER DEVELOPMENT

Explore other stories and events in the life of Jesus which are about giving thanks.

Find out as much as you can about Samaritans.

Use some type of ICT presentation to aid the reading and learning of parts of the Eucharistic Prayer.

Use the “Holy Holy” in collective worship to help children learn the prayer.

Learn a musical setting of this prayer.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- Create acrostic poems with the word Sacrifice.
- Who are the people who make sacrifices for you?
- What do you sometimes do for others that might be a sacrifice? Discuss and write about these reflections.
- Revisit the Eucharistic Prayer. Look at the words of invoking the Holy spirit over the gifts to become the Body and Blood of Christ.
- Explore with the children the next words and actions which recall what Jesus said and did at the Last supper. Children should know these words.
- What was the sacrifice of Jesus mentioned in his words at the Last supper. Ask the children to recall as much as they can about Jesus' suffering and death on the cross.
- Talk to the children about the actions of Jesus, that he took, blessed, broke and gave the bread and cup of wine.

- Explain that when this is done in memory of Jesus at Mass, the bread and wine become his Body and Blood.
- Recall stories of the Resurrection of Jesus. Ask the children to remember what happened to the disciples on the road to Emmaus. How did they know that Jesus had risen from the dead?
- In the liturgy of the Eucharist we remember and celebrate that Jesus is risen from the dead. Children to learn two Memorial acclamations which remind us that Christ is alive.
- Children to brainstorm reasons why sharing a meal with other people is very important.
- Share with the children the feeding of the five thousand.
- Create a table highlighting the actions of Jesus and the actions of the other people.
- What is the difference between this food that Jesus shared with the crowd and the food that he gave to his disciples at the Last Supper?
- Write a diary account as the little boy who brought the loaves to Jesus at the feeding of the five thousand.
- Explore with the children the words of the "Lamb of God." Look at pictures of the breaking of the bread and Holy Communion at Mass. Discuss and write about why this is such an important time during this celebration.
- Talk to the children about healthy eating. What would happen if they ate chips and sweets all day and everyday? Introduce them to this statement, "You are what you eat."
- If we eat the Body of Christ at Mass what do we become?
- Explore the prayer of St. Theresa of Avila about being the Body of Christ in the world today.
- Children to discuss and write about how they can bring Christ to the world.
- Discuss the dismissal at Mass, "Go in peace to love and serve the Lord." Children to create captions about the meaning of these words.
- Explore with the children some stories of Saints who received Jesus in the Eucharist (e.g. Vincent de Paul and Maximillian Kolbe).
- How do you think Jesus helped them to be strong, and to do the things that they had to do for him?

- Introduce the children to the different names given to the celebration of Mass. Eucharist, Breaking of Bread, Last Supper and Mass.
- Children to find the meaning of these terms and discuss the ones that they like.

C6 The significance of the Church's names for this Sacrament.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

- Know that the priest recalls what Jesus did at the Last Supper and what happened to Jesus when he died and was raised to life.
- Understand that we are remembering and celebrating Christ's death and Resurrection.

- Know the story of the Feeding of the Five Thousand.
- Understand some reasons why Jesus fed the crowd and what they learnt about Jesus.
- Recognise that in the Eucharist we are fed with Jesus.

- Know that the celebration of Mass ends with the dismissal, "Go in peace to love and serve the Lord."
- Understand that the Eucharist helps Christians to live out their mission as disciples of Christ.
- Be able to think about ways in which they and other people can do this.

C6 That participating in the Eucharist is sharing in the prayer, thanksgiving and sacrifice of Jesus.

- Know that different names have been given to the celebration of the Mass.
- Understand that these names tell us something important about the celebration of Mass.
- Be able to discuss the meaning of the titles.

RELATED SCRIPTURE

Mt. 26: 17-21, 28-30 – The Last Supper

Lk. 17: 11-19 – The Healing of the Leper

Lk. 23: 44-56 – The Death of Jesus

OTHER LINKS

ICT link: Through Clipart look at some symbols of the Eucharist to accompany the definitions that the Church gives to this Sacrament.

COLLECTIVE WORSHIP

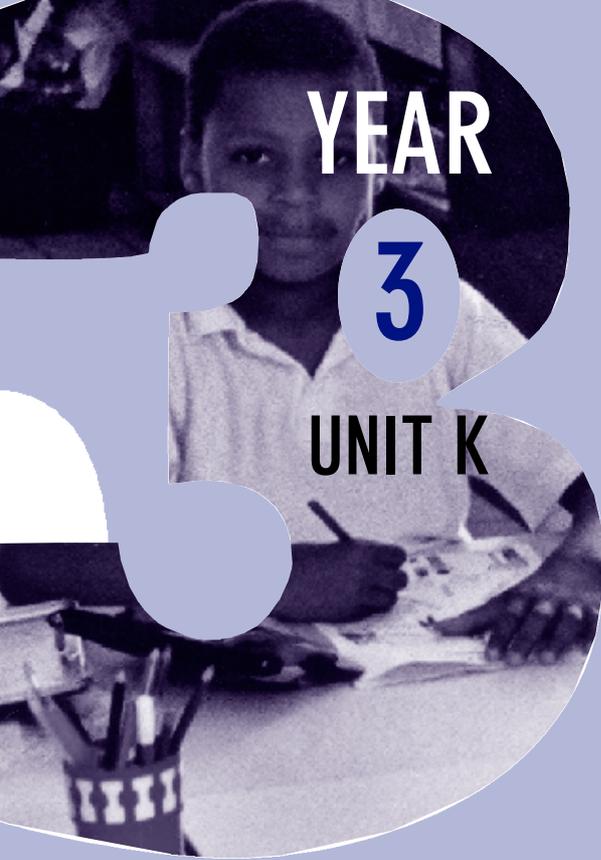
- Use some of the prayers of the Litany of the Eucharist during class prayer time. These might include the Holy Holy, the Memorial Acclamations and the doxology at the end of the Eucharistic Prayer.
- Create some prayers which the children could use as a thanksgiving after Holy Communion.
- Learn some musical settings of the Liturgy of the Eucharist.

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

3

UNIT K

PENTECOST

ABOUT THE UNIT

In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.

WHERE THE UNIT FITS IN

It builds on previous work in Key Stage 1 about Pentecost and lays important foundations for work in Year 4 and Year 5 about the missionary work of the Apostles.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the Story of Pentecost.

SKILLS

Discussion skills, research skills, reading skills, writing skills, thinking skills.

VOCABULARY

Pentecost, Apostles, change, Holy Spirit, Sacrament, Baptism, Eucharist.

ASSESSMENT

At the end of this unit:

Most children will know the Story of Pentecost and recognise the change the Holy Spirit brought to the lives of the Apostles. Understand that in the celebration of the Sacraments the Church celebrates the presence of the Holy Spirit.

Less able children will know the Story of Pentecost and recognise some things that were different about the Apostles after the coming of the Holy Spirit.

More able children will be able to ask questions and explain why the Apostles were in need of the gift of the Holy Spirit. They will understand that it is the presence and power of the Holy Spirit that transforms the gifts of bread and wine into the Body and Blood of Christ.

A.T.1 A.T.2

3a	
3b	
3c	3c

3a	
3b	
3c	3c
4c	

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear, read and explore gospel accounts of key events in the life of Jesus; Pentecost.

C4 The rites of Baptism and the response they invite.

C5 The broad structure of the Eucharist.

- Children to read the story of Pentecost from the Acts of the Apostles.
 - Use drama, freeze-frame and speaking and listening activities to explore the text together.
 - Concentrate on the thoughts and feelings of the disciples at this special event
 - What were the disciples now able to do with the gift of the Holy Spirit?
 - Revise the story of the Baptism of Jesus and the descent of the Holy Spirit upon Jesus in the form of a dove.
 - Revise previous work on Baptism and recall that Christians are baptised in the name of the Father, Son and Holy Spirit. Talk about Baptism being a celebration of the gift of the Holy Spirit for the person being baptised.
 - Reflect with the children on the gift of the Holy Spirit to those who have been baptised. What do you think the gift of the Holy Spirit can help you to do?
 - Introduce the children to parts of the Eucharistic prayer, which speak of the Holy Spirit.
 - Introduce the children to the term consecration. What does it mean?
 - Look at the words of consecration in the eucharistic prayer and the action of the priest calling the Holy Spirit upon the bread and wine.
 - Highlight in red the words and phrases about the Holy Spirit.
 - What change does the Holy Spirit bring?
-
- The gift of the Holy Spirit changed the lives of the disciples from fear to proclaiming the resurrection of Jesus.
 - This was difficult at times for the disciples and many people stood in their way, notably Saul of Tarsus.
 - Read and dramatise the story of the Damascus Road. What was Saul like up until this moment? Brainstorm as many words and ideas as possible.
 - What did Paul become like? Brainstorm words and ideas again and compare and contrast with original list.
 - Draw pictures of Paul – before and after the event and write captions to describe what he was like.
 - To help the children with their drawing, show pictures of how a man in this time would have dressed
 - Write a letter as Paul, expressing the change that has taken place in you and what has made you change.
 - Paul realised that the Holy Spirit worked in the lives of the followers of Jesus and produced many good things. One of those was peace.
 - Children to talk about the meaning of the word “peace”. What are some of the opposites of peace?
 - Create flowcharts with ideas that come from the word “peace”.
 - The Holy Spirit can help Christians work for peace in families, the community and the world at large. Create prayers for peace.
 - Look at the communion rite at the celebration of mass and the action of sharing a sign of peace. What do you think this action means? Why do you think it is performed just before receiving Holy Communion?

LEARNING OUTCOMES

R1 That the Bible is God's living Word; begin to find their way round the Bible.

- Know the story of Pentecost.
- Be able to identify how the gift of the Holy Spirit changed the lives of the disciples.

C4 Understand the meaning of the Baptismal liturgy.

C5 Of what the Church is doing in the celebration of the Eucharist.

- Know that during the Eucharistic Prayer, the priest asks the Holy Spirit to change the gifts of bread and wine into the Body and Blood of Christ.
- Identify the words and actions of the consecration.

- Know the story of the Damascus Road.
- Identify some of the changes that took place in the life of Paul.

- Know that peace is one of the fruits of the Holy Spirit.
- That at the celebration of Mass we share the sign of Christ's peace with each other.

FURTHER DEVELOPMENT

Use religious art to develop ideas about the Pentecost event.

Find Damascus on the map.

Explore different ways in which Christians can work to create peace in families, the local community and the world.

RELATED SCRIPTURE

Acts of the Apostles 2: 1-17 – Pentecost Day

Mk. 1: 1-13 – The Baptism of Jesus

Acts of the Apostles – The Conversion of St. Paul

OTHER LINKS

Geography links: Find Jerusalem and Damascus on the Map.

COLLECTIVE WORSHIP

- Using the words of calling down the Holy Spirit on the gifts of bread and wine at Mass, reflect with the children about the presence of Christ through the power of the Holy Spirit.
- The Holy Spirit gave the Apostles courage and strength to follow Christ.
- Reflect upon the need for these gifts today.
- Write some class prayers asking the Holy Spirit to bring peace and reconciliation with people in need.

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?

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