

Learning and Growing as the People of God

Year Four

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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

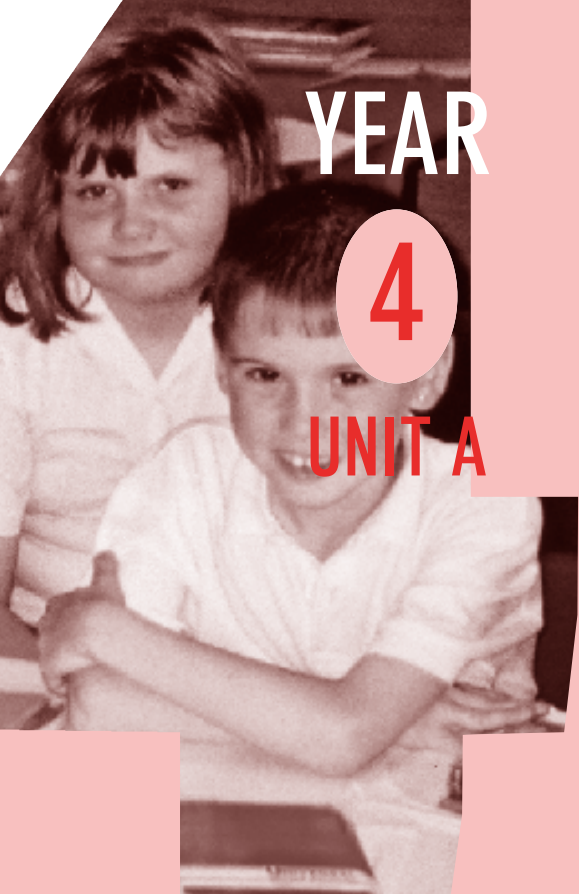
² Bishops' Conference of England and Wales, *Statement on Religious Education in Catholic Schools*, Low Week, 2000, paragraph 7

³ *ibid*, paragraph 4

⁴ *ibid*, paragraph 8

⁵ *Catechism of the Catholic Church*, paragraph 282

⁶ Seamus Heaney



YEAR

4

UNIT A

CREATION & THE STORY OF ABRAHAM TO JOSEPH

ABOUT THE UNIT

In this unit the children will hear and learn about some important stories from the Book of Genesis. They will explore some important images of God found in these stories and consider what it means for human beings to be made in the image and likeness of God.

WHERE THE UNIT FITS IN

This unit builds on lots of previous work on the creation story in Key Stage 1 and some significant work on the Old Testament in Year 2.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the difference between the Old Testament and the New Testament.

SKILLS

Reading, research, empathetic writing, discussion, thinking skills, map work.

VOCABULARY

Creation, image and likeness, Old Testament, Abraham, Isaac, Jacob, Joseph, jealousy, sacrifice, reconciliation.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament. They will understand from the story of creation that human beings are made in God's image and likeness and that this needs to be valued and respected in other people. They will be able to identify how God called and protected both Abraham and Isaac.	3a	3a 3b 3c
Less able children will know parts of the stories studied in this unit and will recognise that human beings are made in the image and likeness of God.	2a	2b 2c
More able children will be able to retell with confidence the stories studied in this unit. They will be able to consider lots of ways in which people can respect the image and likeness of God in other people. They will be able to ask important questions about why Abram trusted God and followed his commands.	3a 4b	3b 4a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear, read and explore key images that speak of God in the Old Testament.
L2 Diversity and richness in Creation.

L3 The values and challenges of the differences between individuals and peoples.

R1 Hear, read and explore key images that speak of God in the Old Testament.

- Explore with children words we might use to describe significant people in our lives and what they do for us (e.g. friend, parent, brother, etc.)
- What words and statements would the children use to describe God?
- Provide children with blank alphabetical word bank sheets to record words they would use for God. This activity could be done in small groups.
- Share findings with the rest of the class and reasons for choosing certain words.
- The Bible is a source of knowledge for Christians about what God is like. Explain to the children that in this unit of work we will be learning about some important images of God that we find in the Old Testament.
- Recall some of the images of God that the children have suggested. Explain that an important image of God for Christians and indeed for the Jewish people is that of the Creator.
- What does it mean to create something? What responsibility does this entail?
- Children to read the story of the creation of human beings from the Book of Genesis. Highlight words in the text that describe the actions of God.
- Identify words that tell us about the creation of human beings.
- What does “image and likeness” mean?
- Why do you think God created human beings?
- What does the creation story tell you about the way God thinks about human beings?
- Children to write an account of the creation of human beings using some of their thoughts and reflections from the above questions.
- If human beings are created in the image and likeness of God, what effect should that have on the way human beings treat one another? Children to discuss and write about this. Highlight the importance of respect, care and consideration for other people and for ourselves.
- Research stories and events from newspapers and magazines that show people respecting or failing to show respect for other people. What do you think are the most important differences?
- Discuss with the children the idea of God creating an entire human race. Is everybody the same? What differences do people have across the world? Create a concept or web map to highlight as many differences as possible.
- You might consider adding that we respect other people’s beliefs even if we do not hold to them ourselves.
- Having recognised the differences, what unites human beings?
- Christians believe that it is important to value and respect the differences that exist between people and to recognise that everybody is made in the image and likeness of God.
- Research information about the work of CAFOD, Fr. Hudson’s Society and Mission Together.
- In what ways do these organisations work to value and recognise the image and likeness of God in others?
- Create fact files about the work of these organisations.
- Explore ways in which the class might commit themselves to working for the needs of other people.
- Revise with pupils their previous learning in Years 2 & 3 about the basic structure of the Bible.
- Introduce the term “Pentateuch” as the name given to the first five books of the Bible. Children to find the names of these books. Find out the Jewish name given to these five books.
- Explain that the Pentateuch contains many stories about people who were called into friendship with God, and from these stories we can discover what God is like.
- Children to read the story of the call of Abram. Focus on *Genesis 12: 1-9* and *Genesis 13: 14-17*.
- Consider Abram’s feelings about being chosen by God. Find the land where Abram came from and on the map track his journey to the land of Canaan. What are some of the similarities and differences between this land and our own land?
- Look at the text and discuss the promise God made to Abram. How important do you think Gods’ promise was?
- What does this story teach us about God and what he thought of Abram?
- What titles are given to God in the text? Children to use Bible glossary to find the

LEARNING OUTCOMES

FURTHER DEVELOPMENT

R1 Of how to find their way around the Bible.

L2 That every human person is made in the image and likeness of God and is called to reflect God's love.

- Know the story of the creation of human beings in the Book of Genesis.
- Understand what being created in the image and likeness of God means.
- Understand that human beings have similarities and differences that should be valued and respected by everyone.
- Explore ways in which Christians can work to value other people, especially those who are different from them.
- Research, discuss and write about the story of Creation of human beings and explore ways in which we can work to value other people especially those who are different from us.

L3 Of diversity as a source of blessing and strength as well as challenge.

R1 Of how to find their way around the Bible; that the Bible is God's living word handed on in the living tradition of the Church; that the first five books of the Old Testament are the Torah (Law) of Jewish faith.

- Know the story of the call of Abram.
- Understand the importance of God's promise.
- Be able to imagine the thoughts and feelings of Abram being chosen by God.

Use some examples of religious art of the story of creation.

Use circle time as an opportunity to explore opportunities to reflect on attitudes that promote care and respect for other people.

Link this work with the October Family Fast Day.

Link this work with class and school rules and mission statement.

Find out about how the Jewish people show care and respect for the books of the Torah.

Create role-play or mime out of this story.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- meaning of these titles.
- Children to imagine that they are Abram. Write stories about being chosen by God in this special way.
 - Children to create a prayer to God as Abram, thanking him for the promise he has made.
 - Children to read *Genesis 17: 1-8* about Abram's name changing to Abraham. What does this passage tell us about God's promise? Why do you think God changed Abram's name to Abraham?
 - God described his relationship with Abram as a covenant. Children to use dictionaries to find the meaning of this word.
 - Make links here with what Jesus did at the Last Supper and what he said about his blood being the blood of the new and everlasting covenant.
-
- Discuss with the children difficult things they have been asked to do. Why were these things so difficult? Did they manage to achieve them in the end?
 - In the stories of the Pentateuch God sometimes asks his people to do very difficult things.
 - Read the story of Abraham and Isaac and talk about this as an example of God asking somebody to do something very difficult.
 - Explore the order of the text by mapping out the main parts of the story. Look at the introduction, the journey of Abraham and Isaac, the conflict for Abraham, the climax of the story and the ending with the resolution to the problem that God provides.
-
- Children to highlight the sentences that set the scene and convey the message of the story.
 - Why do you think God tested Abraham?
 - What have you learnt about Abraham from this story? Draw pictures and captions to share ideas.
 - The story of creation reminds Christians of God being the creator. What image of God do we find in this story of Abraham and Isaac? (e.g. faithful, protector, etc.)
 - Christians believe that God protects his people and is faithful to them by always giving them his love. Children might like to write some prayers about God's love and faithfulness.
-
- Ask children to think of all the different things that get passed on through families (e.g. clothes and other possessions, character traits and looks, etc.)
 - Look at *Genesis 28: 10-17*. Explain that God's promise to Abraham was passed on through Isaac and Jacob.
 - Children to dramatise the dream of Jacob and produce some art-work of the images contained in the story.
 - What have you learnt about God from this story?
-
- Jacob had twelve sons and one of these was Joseph.
 - Children to recall the story of Joseph.
 - What words would you use to describe Joseph?
 - What words would you use to describe his brothers?
 - Children could draw pictures and write captions to show the dreams of Joseph and the jealousy of the brothers.
 - Create a playscript of the story.
 - How does the story end in Egypt? How is Joseph's behaviour different from that of his brothers?
 - What does the story of Joseph teach us about jealousy?
 - Joseph's brothers failed to recognise his gifts and talents. Why is it important to recognise and value the gifts and talents of other people?
 - What does the word reconciliation mean?
 - What does the story of Joseph teach us about the value and importance of reconciliation with other people?
 - Ask the children to think of a time when they have been jealous. How did it feel and what did they do?
 - Ask the children to think of a time when they have needed to be reconciled with other people.
 - Make some links here with previous learning about the Sacrament of Reconciliation celebrating forgiveness and reconciliation with God and with other people.
 - Conclude the unit of work by creating a family tree for Abraham and his descendants or a timeline to put the characters into chronological order.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

- Know the story of Abraham and the sacrifice of Isaac
- Recognise the difficulties that Abraham must have faced.
- Be able to recognise images of God being faithful and a protector of his people from the story.

- Know some of the images of God found in the story of creation, the story of the call of Abram, the story of Isaac and the story of Jacob.
- Be able to describe some of these images and consider what they say about God.

- Know the story of Joseph and his brothers.
- Understand some reasons for jealousy and hatred in the story.
- Recognise the importance of reconciliation with other people and valuing their gifts and talents as human beings.

Show the children a video presentation of this story.
Produce some drama work on the story, e.g. freeze-frames.

Circle time might be used as an opportunity to look at issues of jealousy and also as an opportunity to appreciate the gifts and talents of other people.

RELATED SCRIPTURE

Genesis 1: 26-31 – The Story of the Creation of Human Beings

Genesis 12: 1-9 – The Story of the Call of Abram

Genesis 13: 14-17

Genesis 12: 1-3 – The Promise God Made to Abram

Genesis 17: 1-8 – The Covenant God Made With Abraham

Mt.22: 14-20 – The New Covenant of Christ at the Last Supper

Genesis 22: 1-8 – The Story of Abraham and Isaac

Genesis 28: 10-17 – God's Promise is Passed on Through Isaac and Jacob

Genesis 37 – The Story of Joseph

Genesis 41-45 – The Conflict is Resolved

OTHER LINKS

History Links: Exploring the concept of a family tree.

Social Development: Links with CAFOD, Mission Together and Fr. Hudson's Society to be explored.

COLLECTIVE WORSHIP

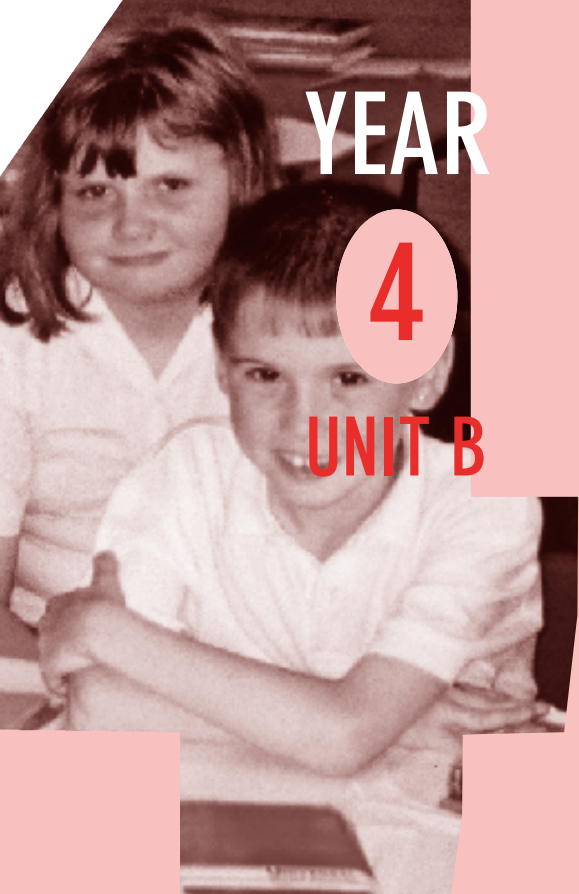
- Explore the importance of showing reverence and respect to the Scriptures by listening to the Word of God.
- God is faithful to his promises even today. We can turn to God with confidence.
- Praying that we might see the image and likeness of God in other people.
- Asking forgiveness for the times we have been jealous of the gifts God has given other people.

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

4

UNIT B

JESUS TEACHES US HOW TO PRAY

ABOUT THE UNIT

In this unit the children will learn about the prayer life of Jesus as he grew up in the Jewish faith. The children will be introduced to some prayers from the Old Testament and they will consider the importance Jesus attached to prayer. The children will study the Our Father, the prayer of the Rosary and some other forms of prayer as part of this unit.

WHERE THE UNIT FITS IN

The unit builds upon previous work in Year 2 and Year 3 when children learnt about different forms of prayer.

PRIOR LEARNING

It would be helpful if the children have:

- some experience of the prayers attached to the Rosary
- some experience of prayers from the Bible.

SKILLS

Thinking skills, discussion, observation, interpreting symbols, research skills, being able to sit still, liturgy preparation skills.

VOCABULARY

Jew, synagogue, Shema, Psalms, prayer, silence, Our Father, Glory to God, praise, thanks, listening, Mary, rosary.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know that Jesus prayed to the Father and they will be able to identify some of the prayers that he learnt growing up in the Jewish faith. They will be able to explain why it is important to call and to pray to God the Father. They will know some of the traditional prayers of the Church including the prayer of the Rosary.	3a 3b 3c	3a 3b 3c 3d
Less able children will know that it was important for Jesus to pray to God his Father. They will be able to identify some reasons why Christians pray and will have a limited knowledge of some traditional prayers of the Church.	2a 2b 2c	2a 2c 2d
More able children will have a greater knowledge and understanding of the religious customs and practices that Jesus grew up with. They will be able to explain the meaning of Jesus' prayer to the Father and recognise why different forms of prayer are important to Christians.	3a 4b 4c	3d 4a 4b

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Prayer in the life of Jesus.

- Jesus grew up as a Jew. Remind the children that Jews believe they are descendents of Abraham to whom God made his promise.
- Recall previous learning on the giving of the promise by God to Abraham and his descendents.
- Remind the children that the first five books of the Bible contain the story of Abraham and some of his descendents.
- Explain to the children that the Jewish people show great respect for the books of the Old Testament. These are kept on scrolls and are read from the scrolls in the Synagogue.
- Show children pictures of a Synagogue. Identify key religious artefacts. Include the Holy Ark containing the Scrolls of the Torah, the Words of the Ten Commandments, the Menorah (a seven branched candlestick) and the Bimah (a reading stand).
- Explain to the children that Jesus went to the Synagogue as a child and an adult and would have heard the readings of the Old Testament from the Scrolls that are kept in the Synagogue.
- Show children some pictures of Jewish people reading from the scrolls today. Emphasise the reverence and respect that they show to the scriptures.
- Jesus would have learnt some important prayers as a child from the Old Testament. One of these prayers is the "Shema". Deuteronomy 6: 4-7 – "Hear, O Israel: The Lord our God is one Lord; and you shall love the Lord your God with all your heart, and with all your soul, and with all your might. And these words which I command you this day shall be upon your heart; and you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by your way, and when you lie down, and when you rise."
- What does the prayer say about God?
- What does the person who recites this prayer have to do?
- What might the prayer mean to you today?
- Jesus would have learnt psalms from the Old Testament. Research psalm 26[27]. Jesus would have prayed these words. What do they say about God? What might they say about Jesus' relationship with God?
- Children to write their own prayer using "The Lord is my light and my help" as the starting line.

- Explain to the children that for Jewish people at the time of Jesus, it was very important to visit the temple in Jerusalem whenever they could. This was a very special place of prayer for them.
- Children to read psalm 122 about going up to the temple of Jerusalem. Explain that this was a psalm Jesus might have sung on his journeys to Jerusalem.
- Children to read the story of the finding of Jesus in the temple.
- Role-play this event.
- What does the story tell us about Jesus' relationship with God his Father?
- How do you think Mary and Joseph felt when they heard Jesus talking with all the elders in the temple?
- Children to write Mary or Joseph's diary entry for this event.

- The Gospels tell us that Jesus often spent time praying to God his Father.
- Children to read the story of Jesus alone in the hills, the prayer of Jesus at the Last Supper, the prayer of Jesus in the Garden of Gethsemane and the prayer of Jesus from the cross.
- Children to highlight some of the important things that Jesus said to God the Father and the way in which he prayed.
- Ask the children to consider what they like about these different stories of the prayer of Jesus and how they were also difficult moments for Jesus.

C2 The prayer Jesus taught his friends (Our Father) and its significance.

- Look at the story of Jesus teaching his disciples how to pray. Go through the "Our Father" line by line and discuss the meaning of these words.
- Explore through questions (e.g. What does it mean to keep God's name Holy? What is God's Kingdom? What does it mean for God to give us bread? What else do we ask of God? What do we have to do?).

LEARNING OUTCOMES

C1 That Jesus prayed and taught his disciples to pray.

- Know that Jesus grew up in a Jewish tradition of prayer.
- Know some of the Old Testament prayers he would have learnt. These will include the “Shema” and some of the psalms of praise and thanksgiving to God.
- Understand that the synagogue was a special place where Jesus would have heard the Old Testament scriptures.
- Identify and name some Jewish religious artefacts found in the synagogue.

- Know that Jesus enjoyed a special and close relationship with God whom he called his Father.
- Understand that when Jesus prayed alone in the hills, in the garden of Gethsemane and on the cross he was speaking with his Father.
- Think and discuss why it is important for Christians to call and pray to God the Father.

C2 That the “Our Father” contains different forms of prayer.

- Identify different forms of prayer (e.g. praise of God, forgiveness, intercession for needs) in the Our Father.
- Understand that it is important to pray to God in different ways.

FURTHER DEVELOPMENT

Create a display of Jewish artefacts from the Synagogue.

Children to make their own scroll writing their own version of psalms and prayers from the Bible. These could be used in collective worship.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

C5 A variety of prayers and prayer forms, formal and informal, used for personal and community prayer.

- Identify different forms of Prayer in the “Our Father”: Praise, Intercession, and Forgiveness.
- Children to write their own version of the prayer.

- Look at a range of prayers that Catholics pray and note references to the Father: Glory to God in the highest, the opening of the Creed, school prayers for the beginning of the day and Offertory prayers at Mass.
- Highlight some of the things that these prayers say about God the Father.
- In these prayers we find different types of prayer (e.g. Praise, Intercession and Thanksgiving). Can the children identify different forms of prayer in these prayers?
- What image of God do the prayers provide us with?
- Children to write their own prayers in the style of some of these prayers of the Church (e.g. Taking the first line of a prayer and then writing their own prayer).

- Children to read the story of Martha and Mary.
- Create character portraits for Martha and Mary.
- Write about actions of Martha and Mary.
- What did Jesus say about them both?
- Why did Mary choose the better part?
- Explain to the children that listening and silence is a special form of prayer.
- Provide opportunities for silent prayer. Use symbols for focus (e.g. Candle, Cross, Icon, background music).
- Introduce breathing exercises. Imagine you are sitting at the feet of Jesus. What is he saying to you? What are you saying to him?
- Explain to the children that listening is a form of prayer.
- Children to write up their imaginative prayer exercise.

- Catholic Christians ask Mary the Mother of Jesus, and the Saints, to pray for them.
- Look at different images of Mary as portrayed in pictures and statues. Children to talk about their favourite images of Mary. What do they tell us about Mary? Can you see any similarities between the images?
- Introduce children to the story of St. Dominic and the origins of the Rosary.
- Revise previous learning from Year 2 about the Rosary.
- Remind children of the structure of the prayer, include the terms decades and mysteries. Can the children recall any aspects of the life of Jesus and Mary that we remember in the prayer of the Rosary?
- Children to find out the names of the different mysteries of the Rosary and what we remember in these mysteries.
- Why do you think they are called joyful, sorrowful and glorious?
- Children to create a class presentation on the origins of the Rosary and why they think this is an important form of prayer for some people today.

- Throughout the unit we have considered the importance of prayer in the life of Jesus and in the lives of other people. As a conclusion to this unit of work children to write some short reflections on prayer and what it means to them. These could be used in a class-based prayer service.

LEARNING OUTCOMES

- Discuss the meaning of the words of the Our Father and write their own version.

- Know that many of our Church prayers are addressed to God the Father.
- Understand they remind us of our need to praise and thank God and ask him to help us.
- Identify some of the things that are said about God the Father in some Church prayers, e.g. the Gloria.

- Know the story of the visit of Jesus to Martha and Mary.
- Understand that this story reminds us of the importance of prayer.
- Discuss the different choices made by Martha and Mary.

- C5** Know a developing range of prayers.
Know the story of the founding of the Rosary by St Dominic.
- Know the structure of the prayer and the names of the mysteries of the Rosary.
- Understand that it is a form of prayer that helps us to reflect on the life of Jesus and Mary.
- Explain some reasons why Christians pray this prayer.

FURTHER DEVELOPMENT

Link this part of the unit of work to school liturgy for October and the Solemnity of All Saints.

RELATED SCRIPTURE

Deuteronomy 4: 7 – The Prayer of Israel

Psalm 26 (27) – The Lord is My Light and My Help

Psalm 122 – Journeying to the Temple of the Lord

Lk. 2: 41-51 – Jesus Visits the Temple

Mt. 6: 7-15 – Jesus Teaches His Disciples to Pray

Lk. 10: 38-42 – The Story of Martha and Mary

OTHER LINKS

Multicultural Link: Explore other Jewish prayer observances.

Music Link: Psalms are songs. Learn some versions of the Psalms set to music.

COLLECTIVE WORSHIP

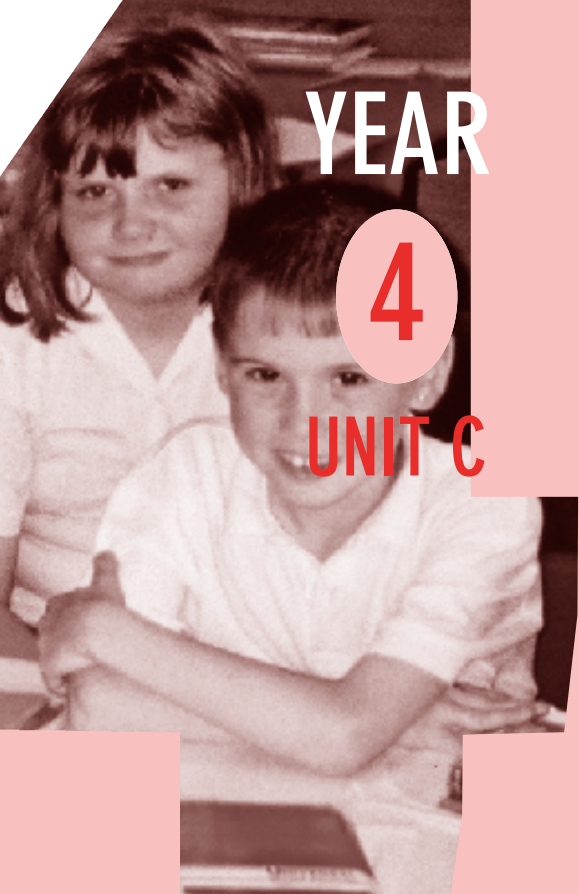
- Use Psalms and other prayers from the scriptures during Collective Worship.
- Sing some version of a Psalm.
- Pray some of the Rosary reflecting on an important mystery in the life of Jesus and Mary.

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

4

UNIT C

ADVENT

ABOUT THE UNIT

In this unit of work the children will learn about the ancestors of Jesus and that he was descended from the House of David. Through this work the children will be able to place the story of the first coming of Jesus into an historical context.

WHERE THE UNIT FITS IN

This unit builds on previous work in Year 2 and in Year 3 about the ancestors of Jesus and those who waited for him to come.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the structure and meaning of the Season of Advent.

SKILLS

Research skills, thinking skills, discussion, sequencing skills.

VOCABULARY

Family tree, Jesse Tree, ancestors, Names of Jesus' ancestors.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know that Jesus was descended from the House of David. They will know some stories about some of Jesus' ancestors and will be able to recognise how important their relationship with God was to them. Children will be able to place some of the characters into an historical sequence and will identify some important symbols for these different people as featured on the Jesse Tree.	3a 3c	3c
Less able children will know some facts about a few of the ancestors of Jesus. They will recognise that the Jesse Tree is telling the story of the family tree of Jesus.	2a 2c	2b 2c
More able children will know some reasons why we recall the ancestors of Jesus during Advent. They will be able to recall in detail some stories of Jesus' family and their relationship with God.	3a 3c	3c

PROGRAMME OF STUDY

C4 The Church's celebrations of significant events in the life of Jesus: Advent.

C6 Signs and symbols and their significance in liturgy.

R1 Hear, read and explore key imagery that speaks of God in the Old Testament.

TEACHING STRATEGIES

- Brainstorm with the pupils what they can remember about Advent.
 - Discuss the Advent wreath, the four Sundays of Advent and the liturgical colours used during this season.
 - Explain that Advent is the beginning of a new Church year, a time of preparation to celebrate the coming of Jesus into the world.
 - Research the meaning of the word "Advent".
 - Read the opening prayers for the four Sundays of Advent. What ideas do these prayers give us about Advent?
-
- Ask the children to find out about their family tree. Collect names, dates and photographs of Grandparents and Great Grandparents, etc.
 - Jesus was born into the human family of Mary and Joseph. Explain that St. Matthew begins his Gospel about the life of Jesus by giving a list of his ancestors.
 - Look at the list of names of Jesus' ancestors and pick out the following key characters: Abraham, Isaac, Jacob and Joseph. Ask the pupils if they know any stories associated with these characters and find at least three important facts about their lives. Ask the pupils to come up with a symbol they would use to describe the character. Create fact files as a way of recording this work.
 - Explain to the pupils that the family tree of Jesus is known as the "Jesse Tree" after one of his ancestors. Read the story of Jesse and his son David who was chosen to be King. Ask the children some questions about the text. Where did Samuel go to meet Jesse and his family? Do you think Samuel was surprised that God chose David above the other sons? Why?
 - Create newspaper reports about the anointing of David as King. Ask the pupils to come up with headlines that highlight the strange choice of David as King.
 - To conclude this section, make Jesse trees highlighting some of the important ancestors of Jesus.
-
- Ask the pupils if they have ever had to speak up for someone.
 - The prophets of the Old Testament spoke on behalf of God and proclaimed his message to the people of Israel.
 - Focus on the words of the prophets Jeremiah and Isaiah. What is God promising in these readings? What qualities will this special person who is coming into the world have? Make lists of them.
-
- Explain to the pupils that the Jewish people were waiting for the coming of the Messiah. Ask them to find the meaning of the word.
 - Christians believe that Jesus is the Messiah. Does Jesus have some of the qualities that Isaiah spoke of? Which ones especially?
 - Ask the pupils to imagine they were Prophets today. Write scrolls with a prophecy proclaiming the coming of the Messiah. What words would you use? Who would you tell of the coming of the Messiah?

LEARNING OUTCOMES

C4 A developing awareness of the customs and traditions of major liturgical feasts and seasons.

C6 Of the significance and power of signs and symbols for Christians around the world.

- Know that Advent is the beginning of a new Church year and a season to celebrate the coming of Jesus into the world.
- Explain the meaning of the Advent wreath.

R1 Of how to find their way round the Bible; that there are different types of literature in the Bible; that the Bible is God's living Word handed on in the living tradition of the Church; that the first five books of the Old Testament are the Torah (Law) of the Jewish Faith.

- Know that all human families have a history and ancestors that come before them.
- Know that Jesus was born into the human family of Mary and Joseph.
- Know some of the stories of the ancestors of Jesus. These will include Abraham, Isaac, Jacob, Joseph, Ruth and David.
- Understand that many of them had a special relationship with God and responded to God's call to share his life.
- Identify the symbol for the characters of the Jesse Tree.

- Know that some of the Old Testament prophets spoke of the coming of a special person into the world that would be the Messiah.
- Think of ways they might proclaim the coming of the Messiah today.

FURTHER DEVELOPMENT

Have copies of the Sunday Mass prayers available for the pupils to read.

Create a display of some family histories of members of the class.

RELATED SCRIPTURE

Mt. 1: 1-16 – The Family Ancestors of Jesus

1 Samuel 16: 1-13 – The anointing of David as King of Israel

Isaiah 7: 14-15 – Messages of the Prophets

Isaiah 11: 1-2

Jeremiah 30: 21-22

OTHER LINKS

DT links to create a Jesse Tree for the school, church or classroom.

COLLECTIVE WORSHIP

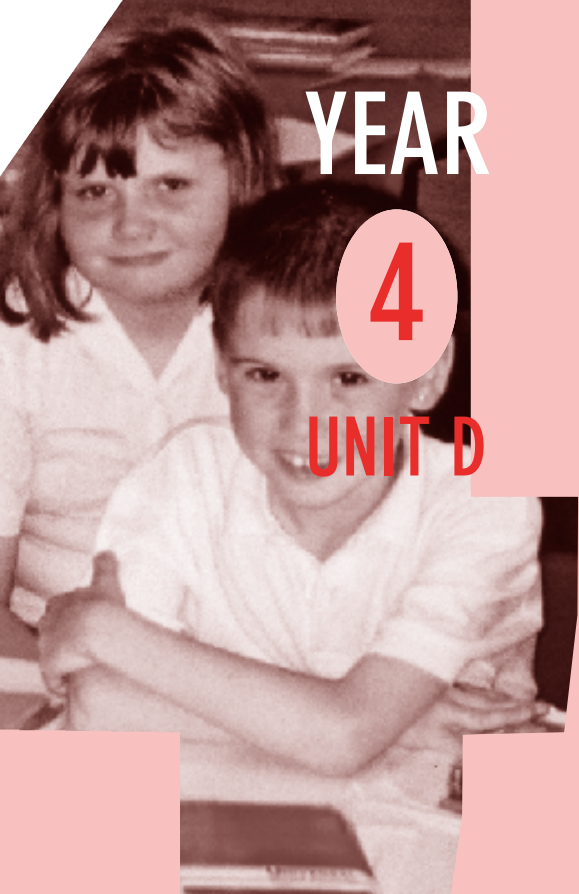
- Use different Advent symbols during Collective Worship.
- Use the prayers for the Sundays of Advent in the respective weeks of the season.
- Read stories of the ancestors of Jesus as you create the Jesse Tree.
- Pray for those who proclaim the coming of Christ today.

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

4

UNIT D

CHRISTMAS

ABOUT THE UNIT

In this unit of work the children will study the role of angels in the story of Christmas. They will learn about Christians being messengers of Christ's Good News in the world today and how the Church celebrates the Feast of Christmas.

WHERE THE UNIT FITS IN

This unit builds on previous work in Year 3 when the story of the angels and the shepherds was the focus for Christmas.

PRIOR LEARNING

It would be helpful if the children have:

- some experience of Christian customs associated with Christmas.

SKILLS

Reading, discussion, empathetic writing, research, interpreting symbolism, sequencing skills, thinking skills, speaking and listening, role-play.

VOCABULARY

Angel, messengers, Zechariah, John the Baptist, angel Gabriel, crib, symbols, Jesse tree.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know about the announcements made by angels in the stories associated with the birth of John the Baptist and the birth of Jesus. They will understand that angels are heralds of important messages and will be able to consider ways in which Christians today are heralds of the message of Christ. They will know and be able to explain some of the Church's customs for celebrating the birth of Christ.	3a 3b 3c	3b 3c
Less able children will identify some parts of the stories associated with the message of the angels. They will recognise that they played an important role in announcing the coming of Christ.	2b 2c	2b 2c
More able children will know that the messages of the angels in the stories studied changed the lives of those who heard them. They will be able to recognise links between the message of the birth of John the Baptist and the message of the birth of Jesus. The children will understand some reasons why it is important for Christians to be messengers of Christ today. They will be able to explain the impact that some Christians have had upon the world because of the message of Christ they have lived and proclaimed.	3a 3b 4b	3b 3c 4a

PROGRAMME OF STUDY

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: Nativity.

Ch2 How the local church is “good news” for people and how everyone can have a part in this.

C4 The Church’s celebrations of significant events in the life of Jesus, e.g. Christmas Mass and customs.

C6 Signs and symbols and their significance in liturgy.

TEACHING STRATEGIES

- Children to sequence the events of the Christmas story. Include the annunciation, the visitation, the birth of John the Baptist, the annunciation to Joseph, the journey to Bethlehem, the angels and the shepherds, the visit of the wise men and the flight into Egypt.
- Find out when the Church celebrates the feasts of the annunciation, visitation and birth of John the Baptist.
- Children to make lists of all the characters in the Christmas story and what they did. Describe some of their characteristics and justify views from the text of the story.
- In the story of Christmas it is the angels that play a very important part bringing news and warning the different characters.
- Look at the activity of the angels in:
 - The annunciation to Zechariah
 - The annunciation to Mary
 - The dream of Joseph
 - The shepherds in the field
 - The warning given to Joseph to go to Egypt.
- Create a table with the message of the angel and how the different people responded to the message.
- What was the most important part of the message of the angels?
- Revisit the story of the annunciation to Mary.
- Revise titles given to Jesus by Gabriel and recall their meeting.
- What title did the angel give to Mary?
- What do you think “full of grace” mean? What else was contained in the message of Gabriel?
- Children to imagine that they were Mary or one of the other characters who was greeted by an angel in the Christmas story. What response might you have made to the news the angel was bringing you?
- Children to imagine they are the angel Gabriel. Write a short presentation about themselves and the work they have been given to do.
- What have we learnt about the role of angels in God’s plan?
- Christians are often described as messengers of God’s Good news. Can you think of ways in which people could be messengers of this news at home, in school and in the world at large?
- Children to research some information about important Christians who have been messengers (e.g. Mother Theresa, Pope John Paul II, Francis of Assisi). What did they say and what did they do with their lives that made them messengers of the good news of Jesus?
- Write a newspaper style report about one of the events of the Christmas story. Consider appropriate headlines, which give a sense of what the story is about.
- Like the Angels, Christians are messengers today: Design a poster with your Christmas message. Think of the different audiences this message might be directed towards (e.g. people who have never heard of Jesus before, younger children, etc.)

- Find out about some of the activities in your local parish that will help to proclaim the message of Christmas this year. Include Midnight and Christmas Masses, blessing of crib, carol services, etc.
- Research some of the different signs and symbols used in the Christmas liturgy, e.g. crib, Jesse or Christmas tree, Christmas lights, stars, angels, etc.

LEARNING OUTCOMES

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of the Jewish tradition.

Ch2 That everyone has a place in the Church and opportunities to live and share its life.

- Know and recall in detail the story of Christmas.
- Recognise, discuss and write about the important role played by angels in the different parts of the Christmas story.
- Be able to consider how Christians might be messengers of the good news of Jesus today.

C4 A developing awareness of the customs and traditions of major liturgical feasts and seasons.

C6 Of the significance and power of signs and symbols for Christians around the world.

FURTHER DEVELOPMENT

In recalling the story, find different places on the map and trace some of the journeys.

Nazareth, Judea, Bethlehem, the countries in the east that the wise men may have come from, the journey of the Holy Family to Egypt and the journey from Egypt to Nazareth.

Share some of these messages with elderly and sick parishioners.

RELATED SCRIPTURE

Lk. 1-2: 21 – The story of the Birth of John the Baptist and the Birth of Jesus

Mt. 1: 18-25 – The Dream of Joseph

OTHER LINKS

School-Parish Links: Finding out about and taking part in Christmas celebrations in the parish.

COLLECTIVE WORSHIP

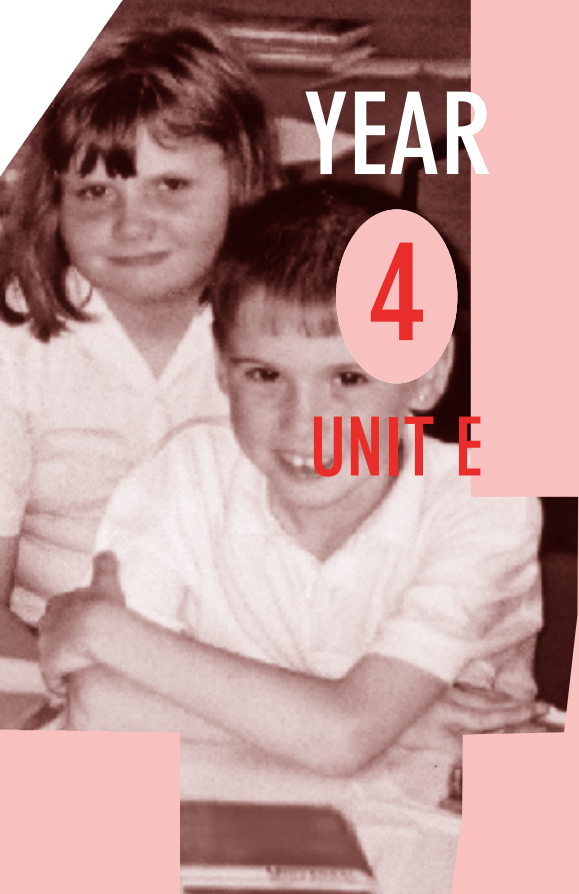
- Pray for those who bring the Good News of the message of Christ to others today.
- Pray that we can be messengers of the Good News by our words and actions.
- Take part in the ceremony to bless the manger scene.

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

4

UNIT E

JESUS: LIGHT OF THE WORLD AND BELOVED SON

ABOUT THE UNIT

In this unit the children study some important stories about the life of Jesus and the revelation of his presence in the world. They will also learn about some of the symbols of Baptism and their association with belonging to the Family of God.

WHERE THE UNIT FITS IN

This unit builds on previous work on Baptism in Year 3 and previous study of some of these stories in Year 2.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the symbols of Baptism.

SKILLS

Research skills, discussion, interpreting symbolism, writing skills, speaking and listening, role-play.

VOCABULARY

Baptism, Presentation, Transfiguration, Beloved Son, Light of the World, Oil of Chrism, Baptismal Candle, White Garment.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know the stories of the Baptism, Presentation and Transfiguration of Jesus. They will understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God. They will know that through Baptism, Christians become the Children of God and will identify symbols from the Baptismal liturgy that express this belief.	3a 3b 3c	3c
Less able children will know that Christ is the Light of the World and the Son of God through their study of the stories of the Baptism and Presentation of Jesus. They will identify different symbols from the Baptismal liturgy and be able to explain the meaning of some of them.	2a 2b 2c	2a 2c
More able children will have a greater understanding of the titles given to Jesus in the stories studied in this unit. They will be able to provide examples of how Christ is like a light for his followers today. The children will be able to ask questions about the meaning and purpose of Baptism.	4a 4b 4c	4a 4b 4c

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: The Presentation of Jesus in the Temple.

C4 The Church's celebrations of significant events in the life of Jesus: The Presentation of Jesus and the Feast of Candlemas.

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: The Baptism of the Lord.

C6 Signs and symbols and their significance in liturgy.

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: The Transfiguration.

- Brainstorm ideas about what the children think about the light and darkness.
- Children to write a poem about light and how it makes them feel.
- Children to work in groups and create "mind maps" about light and darkness, and what light and darkness helps them to do, or stops them doing.
- Children to read the story of the Presentation of Jesus in the Temple.
- Children to write a diary account as one of the characters in the Temple at the Presentation of Jesus (e.g. Simeon, Anna, Mary or Joseph).
- Explain that Mary and Joseph were fulfilling the Jewish Law by presenting Jesus in the Jewish Temple. This was an act of his consecration to God.
- Read with the children the Nunc dimittis. Highlight the words about Simeon. Who is he saying the Prayer to, and what is he saying about the child Jesus?
- What title does Simeon give to God?
- What does the word "Salvation" mean? What does the word "Glory" mean?
- Simeon prayed that God had fulfilled his promise and had waited for this moment. Revise previous work on the promise made to Abraham and his descendants. Explore the idea that Jesus is the fulfilment of all that God promised Abraham and his descendants.
- What do you think Simeon meant when he described Jesus as the "Light of the Nations?"
- What does this mean for Christians?
- We describe Jesus as the "Light of the World". Children to create prayers and reflections explaining what this title of Jesus means to them.
- Find out how the Church celebrates the Feast of the Presentation of Jesus?
- Children to take part in a special liturgy focussed on the theme of light.

- Look at representations of the Baptism of Jesus in Religious art.
- Look at the posture of the characters and their expressions.
- Identify the setting of the paintings and the symbol of the Holy Spirit in the painting.
- What do you learn about the baptism of Jesus from this Religious art.
- Imagine you were working in an art gallery, how would you describe this painting to the people who came to view it.
- Find the river Jordan on the map of the Holy Land, identify some of the places that are near to it.
- What does the voice say about Jesus in the story of his Baptism?
- What does it tell us about Jesus' relationship with God?
- Explain through Baptism Christians become the children of God in a special way and brothers and sisters of Jesus.
- Why do you think it might be important to belong to God's family? Children to write their ideas.
- Revise the signs and the symbols of the Rite of Baptism which remind us that Christians become the children of God through this Sacrament. Include here:
 - White Baptismal garment reminding us that we are clothed with God's life.
 - A Baptismal candle reminding us that we live in the light of Christ.
 - The Oil of Chrism reminding us that we are anointed to live like Jesus.
 - The giving of a Christian name reminding us that we are called by name to belong to God's family.
- Ask the children to research the meaning of their Baptismal name if it is associated with a Saint.
- Why do you think Christians call their first name a Christian name?

- Children to read the story of the Transfiguration of Jesus.
- What does "transfigured" mean?
- Children to role-play the story.
- How is Jesus described in this story?
- Children to create a play script of the story. Encourage children to include the feelings and reactions of the Disciples, the features on Jesus' face at his Transfiguration and appropriate vocabulary which describes the characters at the time.

LEARNING OUTCOMES

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition (multi-cultural dimension); that people's lives were changed by their response to Jesus.

- Know the story of the Presentation of Jesus in the Temple and the finding of Jesus in the Temple
- Understand that Jesus was described as a light to the world at his Presentation.
- Imagine and write about the thoughts and feelings of Simeon and Anna and Mary and Joseph on the day they found him in the Temple.

C4 A developing awareness of the customs and traditions of major liturgical feasts and seasons.

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition; that people's lives were changed by their response to Jesus.

- Know the story of the baptism of Jesus in the River Jordan.
- Understand that Jesus is revealed as the beloved son.
- Discuss reasons why his relationship with God was so important.

C6 Of the significance and power of signs and symbols for Christians around the world.

- Know the story of the Transfiguration of Jesus.
- Be able to imagine the Disciples thoughts and feelings at this event.

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition; that people's lives were changed by their response to Jesus.

- Know the story of the Transfiguration of Jesus.
- Understand that Jesus is the Beloved Son of God.
- Be able to empathise with the disciples' thoughts and feelings.

FURTHER DEVELOPMENT

Use the Nunc Dimittis as a class Prayer at this time.
Learn hymns about Jesus being the "Light of the World".

Find out who Moses and Elijah are?
Find Mount Tabor on the map of the Holy Land.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- Children to imagine that they were one of the disciples on the mountain with Jesus. What questions might you have asked Jesus, Moses and Elijah if you had been there?
- In the story of the Transfiguration and the Baptism of Jesus he is revealed as the Beloved Son. Why do you think his relationship with God was so important to him?
- What does God say about his Son at the Transfiguration?
- What do you think God might say about us?

- Conclude this unit of work by recalling all the different things the children have learnt about Jesus from these different events in his life.
- Children to imagine they were about to meet somebody who had never heard of Jesus before. Create a presentation about him from these three events in his life.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

RELATED SCRIPTURE

Lk. 2: 22-40 – The Presentation of Jesus in the Temple

Mt. 3: 13-17 – The Baptism of Jesus

Mt. 17: 1-3 – The Transfiguration of Jesus

Lk. 9: 25-36

OTHER LINKS

Science Links: Light

School-Parish Links: Exploring
Baptismal Symbols

COLLECTIVE WORSHIP

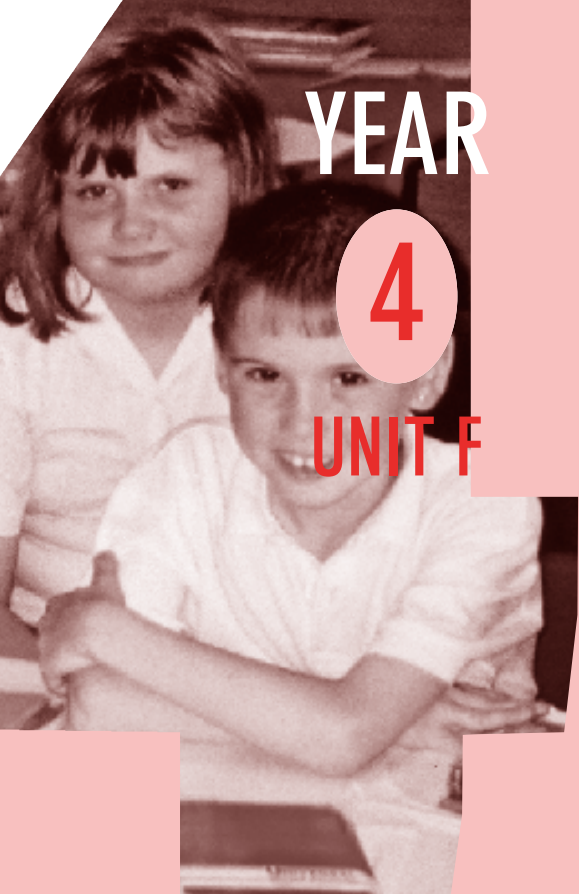
- Pray for those who are to be Baptised
- Recall promises made for us at Baptism. Pray for parents and Godparents.
- Lead the children in an imaginative contemplation of the story of the Transfiguration of Jesus.
- Reflect on being called into the Family of God through Baptism. We are the beloved children of God.
- Learn some songs and hymns about the Transfiguration of Jesus.

EVALUATION

What went well?

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

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



YEAR

4

UNIT F

OLD TESTAMENT: MOSES – KING DAVID

ABOUT THE UNIT

In this unit the children will study some important stories about Moses and God’s relationship with the people of Israel. They will also learn about the life of King David. Through this unit children will be introduced to some images of God associated with these stories and also some important religious themes such as prayer and vocation which arise from this study.

WHERE THE UNIT FITS IN

The unit builds on previous work in Year 4 and on some work on the Old Testament in Year 2.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of Old Testament stories and characters from previous work.

SKILLS

Research skills, thinking skills, writing skills, speaking and listening, drama and role-play, interpreting symbolism.

VOCABULARY

Moses, Joshua, King David, Pharaoh, Egypt, plagues, Pentateuch, Torah, vocation, Jesse, David, anointing, Oil of Chrism, Psalm, shepherd.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know and be able to recall in words, actions and writing the stories studied in this unit. They will understand that God chose and called Moses and David for special tasks. They will recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people. They will understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God’s call in their lives today.	3a 3b 3c	3a 3b 3c
Less able children will know that God chose and called Moses and David. They will identify the Psalms as a special form of prayer and understand that God shows care for his people. They will know that the Oil of Chrism is a special symbol used in the Sacraments of the Church.	2a 2b 2c	2a 2b 2c
More able children will have a greater understanding of what it means to be called and chosen by God from the stories studied. They will be able to explain in more detail the images of God as protector and shepherd found in these Scripture stories. Children will know that to be anointed means to be called and chosen by God. They will be able to identify this in some of the Sacraments of the Church.	3b 3c 4a	3b 3c 4a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Hear, read and explore key imagery that speaks of God in the OT.

- Visit the school library to find different types of books (e.g. story books, dictionaries, atlas, picture book, science book, poetry book, history book).
- Through this research activity, discuss all the different types of books and how they might be helpful in different ways.
- Introduce children to the Bible being a library of books containing different styles of writing.
- Share with the children some different styles of writing that are found in the Bible:
 - Psalm: *18 (17) V1-4*
 - Prayer: *1 Samuel 2:1-10*
 - Story: *Jonah*
 - Proverb: *Proverbs 3: 5-6*
 - Prophecy: *Isaiah 11: 1-5*
- Children to work in groups to discuss a text and style of writing. Which do you like the best? What message is conveyed in the text you have chosen?
- What style of writing would you use to convey an important message about God? Why?
- Children to write a message about something they have learnt about God or about prayer that they think is important in one of the styles of writing mentioned above.
- Revise the word “Pentateuch” and remind the children that this is the term given to the first five books of the Bible, which is also known as the “Torah” by the Jewish people.
- Revise the names of the first five books of the Bible. Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
- Explain that the story of Moses is found in the book of Exodus, Leviticus, Numbers and Deuteronomy.
- Children to read the story of the birth of Moses.
- What were the difficult circumstances surrounding his birth? Why do you think Moses was saved?
- What was happening to the people of Israel at the time? Why?
- Explain to the children that Moses and the people of Israel were in Egypt because Joseph and his brothers had gone to live in Egypt. Recap previous learning on the story of Joseph.
- Children to re-tell the story of Moses for younger children in the school.
- Imagine you were an Israelite living in Egypt at this time. Write an account of how you were treated by the Egyptians and what you really wanted to happen to change this situation.
- Read the story of Moses and the burning bush.
- Why was Moses living far away from the Israelite people?
- Lead the children in an imaginative contemplation of the scene, describing what they might have seen, get them to think of their reactions as if they had been Moses.
- Create a dance with the children based on this story.
- If you had been Moses, what would your thoughts have been about God at this time?
- Why did Moses take off his sandals? What do you think “Holy Ground” means?
- How did God introduce himself to Moses?
- Children to write a letter to Aaron (Moses’ brother) explaining what happened and what Moses is being asked to do.
- Create an advert for the job Moses has got to do.
- In this story God calls Moses to do something for him. Introduce the children to the term “Vocation”. Find out what it means.
- Explore different types of vocations that people might have been given by God today (e.g. teacher, priest, religious life, nurse, parent, husband, wife, etc.)
- Do you think that only some Christians have a vocation or that everybody who follows Jesus has a special vocation?
- In what ways do you think people might be answering God’s call and doing God’s work today?

LEARNING OUTCOMES

R1 Of how to find their way round the Bible; that there are different types of literature in the Bible; that the Bible is God's living Word handed on in the living tradition of the Church; that the first five books of the Old Testament are the Torah (Law) of the Jewish faith.

- Know the names of the first five books of the Bible and that together they are called the Pentateuch.
- Understand that many of the stories and events describe God's relationship with his people.
- Recognise and write about different styles of literature found in the Old Testament such as stories, proverbs, psalms, prayers and prophecies.

- Know the story of Moses' birth and the burning bush.
- Understand that in a time of suffering God was with Moses.
- Think about and describe Moses' thoughts and feelings when he stood near the burning bush.
- Think of moments when people can encounter the presence of God today.

- Know that God called Moses to do something important with his life.
- Understand that Christians today are given a vocation to be followers of Jesus Christ in the world.
- Recognise some important vocations in the life of the Church today.

FURTHER DEVELOPMENT

Children to find other examples of these forms of writing from the Old Testament.

Make a display of the burning bush and incorporate it as part of the class prayer focus.

Invite different people to speak to the children about their vocation as Christians today.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

C6 Signs and symbols and their significance in the liturgy.

- Create some advertisements entitled “God is Calling You Today”. Children to create an advertisement for some type of Christian vocation today and explain why it is important.
- Moses recognised and encountered the presence of God at the burning bush. In what ways do we find God's presence today? Look at signs, symbols, places and times that remind us of God's presence. Collect artefacts and symbols that remind us of God's presence in the world. Children to write about the things they have chosen and explain why they remind them of the presence of God.
- Read the story of the plagues of Egypt.
- List the different plagues. What was the reason for God sending the plagues?
- Identify in the text what Moses said to Pharaoh and what was Pharaoh's response.
- In small groups, children to debate good reasons for Pharaoh to retain the Israelites, and good reasons for Moses and the people to be let go.
- Write up arguments for and against.
- Hold a class debate and vote at the end for or against Moses and the people of Israel being set free from the Egyptians.
- In the story of Moses what have we learnt about the relationship between Moses and God?
- God cared for his people who had been badly treated by the Egyptians. Christians today try to help people who are in difficulty. Find out about some of the work they do (e.g. CAFOD, Catholic Housing Association, Amnesty International).
- Explain to the children that God led his people out of Egypt with Moses' help, and after wandering in the desert they reached the land God promised them. This is the story of Joshua.
- Read the story of Joshua entering the promised land.
- What instructions did God give him?
- What did Joshua have to do?
- Had God been faithful to his promise?
- After the time of Joshua, God chose different people to lead the Israelites. Eventually some became kings and one of those was King David,
- David is called to be King of the people of Israel.
- Revise work from Year 3 on the call of Samuel.
- Why was Samuel such an important person?
- Read the story of Samuel going to the house of David's Father, Jesse.
- Where did Jesse live?
- How did Samuel know he had got the right person to be king?
- What did Samuel do to show that David had been chosen by God to be King of Israel?
- Dramatise the event.
- Why do you think David was chosen over his other brothers? Justify your answer from the text.
- What does this story tell us about God's calling and choosing somebody to do something special for him?
- Prepare a radio or TV news bulletin announcing the news of David being chosen to be King. What would your headlines be? Use maps and reporters.
- Interview and hot seat Samuel, Jesse and David himself. What are their reactions to the news of David being chosen to be king?
- Discuss with the children their thoughts and feelings about being chosen to do something special in the class or in school. What is it like when you are chosen to join in with a game? What does it feel like to be left out?
- Samuel anointed David to show that God had chosen David for his special work as king. Christians today are anointed to show that they have been chosen to belong to God's family and that they are trying to live as followers of Christ.
- Show the children the Oil of Christ. Can they think of another Ch word that is quite like Christ? (Christ)

LEARNING OUTCOMES

FURTHER DEVELOPMENT

- Know the story of Moses and Pharaoh and the plagues.
- Understand that Moses had to be brave and God protected his people.
- Discuss the relationship between Moses and God in this story.
- Think of ways in which God calls Christians today to stand up for people who are suffering or in difficulty.

- Know the story of Joshua and the entry of the people of Israel into their own land.
- Understand that God was faithful to his promise to the people.

- Know the story of the call of David.
- Understand that God chose and anointed him for a special task.

C6 Of the significance and power of signs and symbols for Christians around the world.

- Know that Catholic Christians are anointed with the Oil of Chrism at Baptism, Confirmation and Ordination to be part of God's family and followers of Christ.

How is this part of the story of the people of Israel remembered in the Jewish Passover meal?

Children to find out from the Christmas story why Joseph had to take Mary to Bethlehem to be registered.

The use of pictures and symbols is very important in this part of the unit.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

C5 A variety of prayers and prayer forms, formal and informal, used for personal and community prayer.

- Explain that at Baptism Christians are anointed with this oil to show that they share in God's life and are called to live like Christ. How do you think they can do this?
- Show pictures of somebody being anointed with the Oil of Chrism at Confirmation. Look at the words of anointing with the oil. "Be sealed with the gift of the Holy Spirit." Explain that at Confirmation, Christians are anointed with this oil to be filled with God's Spirit to guide them as they live their lives. Can you think of some ways in which this gift of the Holy Spirit could help Christians today?
- Show pictures of the ordination of a priest. Explain that during the ordination ceremony the hands of the new priest are anointed with the Oil of Chrism to show that they have been chosen in a special way to act in the place of Christ and do his work. Can you think of some of the special things that your priest does that shows other people the love of Jesus for other people?
- Write a prayer for those who have been anointed at baptism, Confirmation and Ordination asking God to help and support them.

- David was a shepherd boy. Do you think a shepherd boy was fit to become a king of the people of Israel? How would being a shepherd help David look after the people of Israel?
- Children to brainstorm some of the qualities of a shepherd and the work that a shepherd has to do. Make a shepherd's crook and discuss with the children how the shepherd might use it.
- King David and probably other people wrote psalms: Songs and prayers to God. In *Psalms 23* God is described as a shepherd.
- Read the psalm together as a class.
- Children to compare your list of the qualities of a shepherd with the words of the psalm. Are there any similarities?
- What do you think the psalm tells us about God and that he cares for his people?
- Write your own version of the psalm.
- If you wanted God to lead you, where would you want to be led?
- Write a prayer asking God to lead and guide you. Use "The Lord is my Shepherd" as the opening to your prayer.

LEARNING OUTCOMES

- Think of different ways in which they can follow Christ in their daily lives.

C5 Know a developing range of prayers, increased variety of forms of prayer.

- Know that the words of Psalm 23 are attributed to King David.
- Be able to recall some of the images of God contained in the Psalm.
- Think about and describe where they would want God to lead them.
- Write their own version of the psalm.

FURTHER DEVELOPMENT

RELATED SCRIPTURE

Some of the texts required for this unit are clearly identified in the teaching strategies.

Exodus 3: 1-20 – The Story of Moses and the Burning Bush

Exodus 7: 11-12: 32 – The Plagues of Egypt

Deuteronomy 31 – Remembering that God Led His People Out of Egypt

Joshua 1: 1-10 – The People Enter the Promised Land

1 Samuel 16 – David is Anointed King of Israel

Psalm 23 – The Lord is My Shepherd

OTHER LINKS

COLLECTIVE WORSHIP

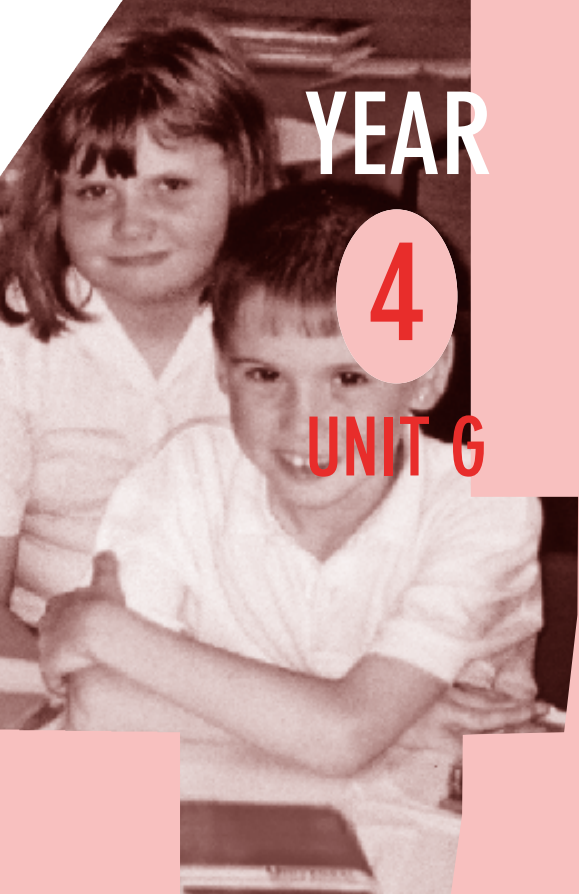
- Pray for the people of Israel today.
- Pray for all those who suffer persecution of some kind.
- Pray for all those who have been anointed with the Oil of Chrism in the Sacraments.
- Use Psalm 23 as part of class prayer.

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

4

UNIT G

LENT: LIVING AS FOLLOWERS OF JESUS TODAY

ABOUT THE UNIT

In this unit the children will explore some of the customs and practices associated with the celebration of the Season of Lent. Through the life and teaching of Christ they will learn about prayer, fasting and almsgiving and the forgiveness that God offers to those who believe in him.

WHERE THE UNIT FITS IN

This unit builds on work in Year 2 and Year 3 about the Season of Lent. It also builds on the children's study of the Sacrament of Reconciliation in Year 3.

PRIOR LEARNING

It would be helpful if the children have:

- some experience of celebrating the Season of Lent
- some knowledge of the Sacrament of Reconciliation.

SKILLS

Research skills, discussion skills, speaking and listening, role-play, interpreting symbolism, sequencing skills.

VOCABULARY

Temptation, prayer, fasting, almsgiving, Pharisee, Parable, forgiveness, Sacrament, Reconciliation, Yom Kippur, disciples, Beatitudes.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent. They will know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives. They will know that the Sacrament of Reconciliation is a celebration of this gift. The children will know that Christians are called to follow Christ by the way they live their lives. They will understand that the Beatitudes of Jesus provide a guide for this.	3a 3b 3c	3a 3b 3c 3d
Less able children will know some of the teaching of Jesus about forgiveness. They will know that this is celebrated in the Sacrament of Reconciliation. They will identify some customs and practices of Christians for the season of Lent and understand that the Beatitudes provide a guide for living.	2a 2b 2c	2a 2b 2c 2d
More able children will understand why Lent is a special season to fast, pray and to give alms to others. They will be able to give lots of examples of people living by the Beatitudes of Jesus today. The Children will also understand some reasons why Christians seek the forgiveness of God in the Sacrament of Reconciliation.	3a 3b 3c	3a 3b 3c 3d

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: Temptations, Passion, Death.

L1 Gospel accounts which show the love and complete self-giving of Jesus.

C4 The Church's celebrations of significant events in the life of Jesus,
C1 Prayer in the life of Jesus.

R4 Hear about, read and explore Gospel accounts of Jesus' public ministry and teaching.

C2 The prayer Jesus taught his friends (Our Father) and its significance.

C5 Respect for celebrations of other faith communities and appreciation that prayer has a place in their life.

- Read the text of the temptations of Jesus. Why was Jesus in the desert in the first place? What had just happened to him before this episode in his life?
 - Recall the three things the devil asked Jesus to do.
 - What was Jesus' response on each occasion?
 - Why do you think these three things were chosen to tempt Jesus?
 - Jesus was as human as you and me, and yet at the same time he was Gods' Son. Do you really think it was difficult for him to say no to the devil? Why do you think it might have been difficult?
 - Look at the text again. Are there any indicators, which show that this was easy?
 - Imagine you are Jesus. Write a diary entry about the temptations and how it affected you.
 - In groups, children to brainstorm the word "temptation" and create a mind map of associated words. What is it like when you are tempted to do something you shouldn't?
 - How can we tell the difference between doing something that is right or wrong?
 - How can we resist the things that are wrong?
 - Create some drama scenarios of times when temptation was resisted or when somebody gave into temptation. Explore the consequences of the different actions.
 - Lent is a season for Christians to pray and fast as Jesus did in the desert and to try and resist temptation to do what is wrong.
 - Lent is often referred to as a desert experience. In light of the story of the temptation of Jesus, why do you think this is so?
 - Read the teaching of Jesus about prayer, fasting and almsgiving.
 - Research information about the Pharisees. Who were they and how did they live their lives?
 - Why do you think prayer, fasting and almsgiving are important observances for Christians today?
 - Use Bible CD-ROM and complete a search for passages where Jesus speaks about prayer, fasting and almsgiving.
 - Prayer, fasting and almsgiving are important actions during Lent for Christians, alongside other customs. Children to create a recipe for a successful Lent.
-
- Lent is a season when Christians seek Gods' forgiveness in a special way.
 - Read and dramatise the Pharisee and publican parable.
 - Continue to research information about Pharisees and publicans.
 - Highlight text in blue what was good about the Pharisee. Highlight in red what was good about the publican.
 - What was the real difference between the Pharisee and the publican?
 - Why do you think Jesus used a Pharisee in this parable? Do you think he was trying to say something to Pharisees?
 - What are the implications of this parable for the Pharisee and Publican respectively?
 - What is Jesus trying to teach through the parable?
 - Can you think of a Prayer where Jesus taught about forgiveness? Recall the key words that speak of forgiveness.
-
- Introduce children to the festival of Yom Kippur, the Jewish Day of Atonement.
 - In groups children to use reference books to research information about the Day of Atonement. What are some of the customs and actions of Jewish people on this day? Do they have any similarities with some of the actions of Christians during the season of Lent?
 - Create a fact file or poster about this day and how it celebrates the need for forgiveness.
-
- Recall previous learning on the Sacrament of Reconciliation in Year 3. What does the word reconciliation mean? Use dictionaries and Thesaurus to find appropriate words. Identify from the rite of the sacrament of Reconciliation some words and actions that show it is a celebration of reconciliation and forgiveness.
 - Having studied the story of the Temptation of Jesus, the Sacrament of Reconciliation and the importance of forgiveness, prepare with the children a service of Reconciliation.

LEARNING OUTCOMES

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition (multi-cultural dimension); that people's lives were changed by their response to Jesus.

- Know the story of the temptations of Jesus.
- Understand that this was a difficult and testing time for him.
- Think of ways in which we can resist the temptation to do things that are wrong.

L1 Of what Jesus teaches about happiness and the love of his Father for all people; of Christian values of justice, compassion, truthfulness and respect; that Jesus reveals the love and mercy of God his Father for every single person.

C4 A developing awareness of the customs and traditions of major liturgical feasts and seasons.

C1 That Jesus prayed and taught his disciples to pray.

- Know that the season of Lent is a time to pray, fast and help others.
- Understand that prayer, fasting and almsgiving are important teachings of Jesus.
- Think of why these are important and beneficial to Christians today.

R4 That Jesus was born a Jew and lived in faithful observance of Jewish tradition, that people's lives were changed by their response to Jesus.

- Know the story of the Pharisee and the publican.
- Understand something about the forgiveness of God from this parable.

G2 That the "Our Father" contains different forms of prayer.

C5 That other faith communities have significant celebrations and a variety of forms of prayer.

- Know about the Jewish Day of Atonement.
- Understand that it is a special celebration of forgiveness for the Jewish people.
- Research information about this festival.

- Know that the Sacrament of Reconciliation is a special celebration of God's forgiveness.
- Be able to identify from the rite the words and actions which speak of Reconciliation.

FURTHER DEVELOPMENT

Use of drama and role-play to reinforce the story.

Research more information about the customs of prayer, fasting and almsgiving. You might include here the CAFOD Family Fast Day.

Use of Bible CD-ROM to find references to the Pharisees in the Gospels. What did they really think about Jesus?

Research some more information about fasting festivals in other world religions.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Investigate and recognise that Jesus called people to follow him.

- In the Season of Lent, Christians remember that they are called to be followers of Jesus. The story of the call of the disciples is helpful to consider this.
- Children to recall what they can remember about the call of the disciples.
- Read the story of the call of the fishermen and the call of Matthew.
- Children to create a table about these calls to include the names and occupations of the Disciples, what Jesus said to them and how they responded.
- What do these stories tell you about the type of people Jesus chose to be his disciples?
- Why do you think these people responded to the call of Jesus to follow him?
- Read and dramatise the story of the call of the rich man. Why did he want to follow Jesus? Why do you think Jesus asked him to give up everything?
- In the story it is not what the rich man had done in the past that was important to Jesus, but what he could do in the future. Why then did the rich man go away sad?
- In the end, what was stopping the young man being a disciple of Jesus? What do you think might stop people today from following Jesus?
- Write up a phone-call conversation between Jesus and the rich young man. What might Jesus say to him and what might the rich young man say in response?
- Recall previous work on Baptism in Year 3 and in previous units. Talk to the children about being “called by name” as disciples of Jesus. In what ways do the children think they can live out being followers of Christ today?

- Explain that one of the most important qualities of Jesus was that he was a teacher.
- Brainstorm the essential qualities of a good teacher. Jesus constantly taught about the Kingdom of God.
- We often call Jesus King. What does that mean? Is he like any other King? Why not?
- Jesus taught about sharing God’s Kingdom. In his teaching it was something people had to choose and would affect the way they lived.
- Read parables of the Pearl of Great Price and Treasure in the field.
- Examine the phrases, which describe the actions of the men. Why do you think they went to such effort?
- What can we learn about God’s Kingdom from these parables?
- Children to write their own modern day parable about the “Kingdom of God”.

- Jesus taught his disciples the values of God’s Kingdom through the Beatitudes.
- Find the two parts to each Beatitude. What does each part mean?
- Find newspaper cuttings or stories of people living the Beatitudes.
- Write a Prayer out of one of the Beatitudes.

LEARNING OUTCOMES

R3 That Jesus called people to follow Him; that people's lives were changed by their response to Jesus.

- Know that Jesus called people to share his life.
- Understand some reasons why people accepted or rejected the call of Jesus to follow him.

- Know some of the Parables of Jesus about the Kingdom of God.
- Understand that Jesus invited people to seek and embrace God's Kingdom.
- Reflect on ways in which people can embrace God's Kingdom today.

- Know the teaching of Jesus about the Beatitudes.
- Recognise that the Beatitudes can help Christians bring the good news of Jesus to other people.
- Reflect on their own commitment to the Beatitudes.

FURTHER DEVELOPMENT

Look at different images and symbols in contemporary society that might be used to think about embracing the Kingdom of God.

RELATED SCRIPTURE

Mt. 4: 1-11 – The Temptations of Jesus

Lk. 4: 1-11

Lk. 6: 1-8, 16-18 – Prayer, Fasting and Almsgiving

Lk. 18: 9-14 – The Parable of the Pharisee and the Publican

Mk. 1: 1-20 – The Call of the disciples

Lk. 5: 1-11

Lk. 5: 27-28 – The Call of Levi

Mk. 2: 13-14

Mt. 9: 9-10

Mt. 19: 16-22 – The Call of the Rich Young Man

Mt. 13: 44-46 – The Parables of the Kingdom

Mt. 5: 3-12 – The Beatitudes of Jesus

OTHER LINKS

Art and Drama Links: Many of the Parables and stories in this unit provide opportunities for these links.

COLLECTIVE WORSHIP

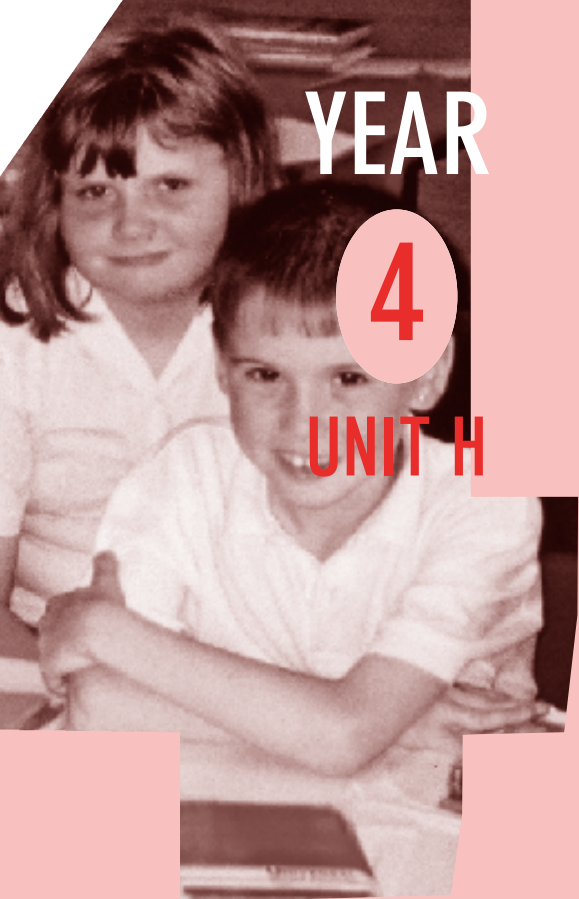
- Pray for those who are tempted to do wrong things.
- Remind the children that during prayer time we are living out the teaching of Jesus to pray.
- Pray for those who are starving in the world.
- Pray for those who we will support through Lenten charities.
- Pray for those who follow Christ today in different ways.
- Pray that we may live out the Beatitudes of Jesus this Lent.

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

4

UNIT H

HOLY WEEK

ABOUT THE UNIT

This unit provides the children with an opportunity to develop their knowledge and understanding of the story of Christ's passion and death. They will be given opportunities to reflect upon the circumstances and reasons for his death.

WHERE THE UNIT FITS IN

This unit builds on previous work in Key Stage 1 and Year 3 about Holy Week.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the trial of Jesus
- some experience of debating skills.

SKILLS

Speaking and listening, group work, empathetic writing, sequencing skills.

VOCABULARY

Passion, Pilate, trial, evidence, witness, suffering, death.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus.	3a 3b	3b 3c
Less able children will have some knowledge and understanding of the story of Christ's suffering and death.	2a 2c	2b 2c
More able children will be able to ask questions about why Christ had to die. They will identify some of the reasons why some people wanted him to be killed.	3a 3b	3b 3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus

L1 Gospel accounts which show the love and complete self-giving of Jesus.

- Identify the different events of Holy Week and sequence them. Include Palm Sunday, Cleansing of the Temple, Betrayal of Jesus, Preparation for the Last Supper, Last Supper, Gethsemane, Trial of Jesus, Carrying of the Cross, Death of Jesus and his Burial.
- Children should work in groups researching information about these different events and creating fact files with the information found.
- Alternatively, create a “Holy Week Table” with columns for where? When? Who? What happened?
- You might consider creating a timeline for the events of Holy Week.
- Compare the different accounts of Holy Week from the four Gospels.
- Work with the children to identify similarities and differences. Why do you think that there are some differences?
- Look at the reaction of the crowd to Jesus on Palm Sunday. Compare this with the reaction of the crowd on Good Friday. What are the major differences? Why do you think some people turned against Jesus?
- Explore the different reactions of the crowd through drama and role-play.
- Children to research some of the people in the Holy Week story who were opposed to Jesus. Find out about Pharisees and Sadducees and the Temple Priests. Why might these people be glad to see Jesus put to death?
- Create a courtroom scene at Pilate’s residence. Children to prepare witness statements for the court as different characters (e.g. a trader in the Temple, a Pharisee, somebody healed by Jesus, a Disciple). All to put arguments for and against the death of Jesus.
- Create your own Pilate and a jury to pass sentence.
- What was the notice that Pilate had put on the cross of Jesus? Find out what the title “King of the Jews” means. Why were some of the leading Jews opposed to Pilate writing this notice?
- Pilate said: “What I have written, I have written.” What do you think he meant by these words?
- Children to imagine that they are one of the soldiers who watched the crucifixion of Jesus. Write an account of the story from your perspective and include some of the reactions of the crowd, the Mother of Jesus and his disciples and friends.
- Read the story of Joseph of Arimathea asking Pilate for the body of Jesus. What sort of man was he? Why do you think he had been a follower of Jesus privately?
- Imagine you were Joseph going to Pilate to ask for the body of Jesus so that you could lay it in a tomb. What reasons would you give?
- Conclude the unit of work by asking the children to think of reasons why Jesus had to die on the cross.
- Read *Lk. 24:13-18*. What does this tell us about the death of Jesus?
- Reflect with children on the death of Jesus being important so that those who believe in him could live forever.
- Use the Memorial Acclamations from the Eucharistic Prayer of the Mass to explore this idea.

LEARNING OUTCOMES

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition (multi-cultural dimension); that people's lives were changed by their response to Jesus.

L1 Of what Jesus teaches about happiness and the love of His Father for all people; of Christian values of justice, compassion, truthfulness and respect; that Jesus reveals the love and mercy of God his Father for every single person.

- Know the story of Holy Week in some detail.
- Understand why the reaction of the crowd in support of Jesus changed between Palm Sunday and Good Friday.
- Explore the reactions of different characters involved in the trial and death of Jesus.
- Be able to explain some reasons for or against his being put to death.

FURTHER DEVELOPMENT

RELATED SCRIPTURE

Lk. 19: 28-29 – Palm Sunday

Mt. 21: 1-11

Mt. 26: 47-27: 66 – The Passion of Jesus

OTHER LINKS

Speaking and Listening Links:
Lots of opportunities for speaking and listening throughout this unit.

COLLECTIVE WORSHIP

- Read extracts of the Passion of Jesus each day during Holy Week.
- Lead children in an imaginative contemplation of some of the parts of the story.

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

4

UNIT 1

EASTER

ABOUT THE UNIT

In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospel. They will learn about the different reactions of people to the news that Christ was alive. In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today.

WHERE THE UNIT FITS IN

This unit builds on previous study of the resurrection in Year 3 when the children explore the Story of Emmaus and the story of Breakfast at the Shore.

PRIOR LEARNING

It would be helpful if the children could:

- recall some stories of the appearances of the Risen Christ.

SKILLS

Research skills, classification skills, discussion, speaking and listening, writing skills.

VOCABULARY

Gospel, Easter, Thomas, disciple, Mary Magdalene, Ascension.

ASSESSMENT

At the end of this unit:

Most children will know that the four Gospels contain accounts of the Resurrection of Christ. They will be able to understand the transforming effect this had upon the disciples. The children will know that the Ascension reminds Christians of the promise of Christ to remain always with them.

Less able children will be able to recall parts of the Resurrection story from some of the Gospels.

More able children will have a greater understanding of the importance of the Resurrection for Christians today and of their belief in the presence of Christ in the Church and in their lives.

A.T.1

A.T.2

3a

3a

3b

3b

3c

3c

2a

2a

2b

2b

2c

2c

3a

3a

3b

3b

4a

4a

PROGRAMME OF STUDY

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: Resurrection.

C4 The Church's celebrations of significant events in the life of Jesus.

TEACHING STRATEGIES

- Revise with children previous learning about the Church's celebration of Easter. Recall that it is a season of fifty days and revise some of the colours and symbols of the season that are used in the Church's liturgy.
- Children to read the four Gospel accounts of the Resurrection:
Matthew 28: 1-15
Mark 16: 1-17
Luke 24: 1-43
John 20: 1-21
- Highlight the words and actions of the disciples and the women and the words and actions of Jesus.
- Create a resurrection appearance table. Include in the headings: What the disciples were doing, what they saw, and what Jesus said and did. Use the above Gospel accounts to fill in the table.
- Children to imagine that they are about to meet somebody who had never heard of Jesus before. What would they tell this person about the resurrection? What would be the most important information that they would need to pass on?
- Children to create a fact file about one of the stories of the resurrection and explain why they think it is important.
- Look at some of the characters in the Easter story and highlight the effect the resurrection of Jesus had upon them
- What were they like before they met the risen Lord? (e.g. Mary Magdalene, disciples on the road to Emmaus, the disciples at the lake, the disciples in the upper room, and Thomas)
- What were they like after their encounter with the risen Jesus?
- From all they have learnt about the resurrection of Jesus, ask the children to think about what it means to them and why they think it was important for God the Father to bring raise Jesus from the dead.
- Children to share their thoughts through collective worship and some reflective writing.
- Look at different impressions of the risen Jesus in religious art. Children to think about what they can see and to discuss the images they like the best. How is Jesus portrayed? In what ways does he appear different from before? Why do you think this is so?
- Introduce the children to tryptich as a form of art from the medieval ages.
- Explain that there are three panels with three related pictures.
- Children to make their own tryptich with the risen Jesus and a character from the Easter story before and after discovering Jesus was alive.
- Children to read the story of the Ascension of Jesus into heaven.
- Highlight from the text the thoughts and feelings of the disciples?
- Why did Jesus return to heaven? What was his promise to the disciples?
- Christians believe that Jesus continues to remain with us here on earth. Explore with the children signs of his presence (e.g. Bible, Tabernacle, other human beings especially those who are poor or in some type of need)
- Create some prayers with the children about recognising Jesus in the world today.

LEARNING OUTCOMES

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition (multi-cultural dimension); that people's lives were changed by their response to Jesus.

C4 A developing awareness of the customs and traditions of major liturgical feasts and seasons

- Know stories about the Resurrection of Jesus from the four Gospels.
- Understand that different people responded in different ways when they realised that Jesus was alive.
- Discuss and write about what the resurrection of Jesus might mean to them.

- Know the story of the Ascension of Jesus into heaven.
- Imagine the thoughts of the disciples at this event in his life.
- Be able to consider ways in which Christians can recognise the presence of Jesus today.

FURTHER DEVELOPMENT

For this activity to work well, it is important that you have appropriate texts available for the children. You might consider using texts on large pieces of paper for the children to work from.

Learn some Easter hymns and songs. How do they proclaim the story of the resurrection of Jesus from the dead?

Hold a special class liturgy to celebrate the Ascension, releasing balloons with prayers attached to them.

RELATED SCRIPTURE

Some of the references are found in the teaching strategies.

Lk. 24: 13-13 – The story of Emmaus

Mk. 16: 19-20 – The Ascension of Jesus into Heaven

OTHER LINKS

COLLECTIVE WORSHIP

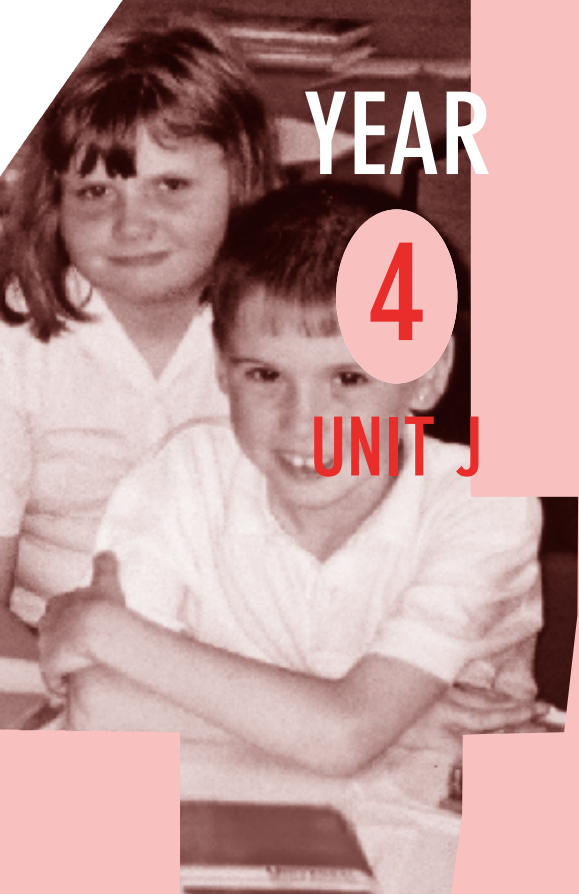
- Remind the children that prayer time is an important opportunity for us to recognise the presence of Jesus in our lives.
- Provide moments for silent prayer. Use music and appropriate Easter focus,
- Use the Resurrection and Ascension stories during Collective Worship.

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

4

UNIT J

PENTECOST

ABOUT THE UNIT

In this unit the children will study the story of Pentecost and identify the effects that it had upon the disciples. They will learn about the missionary activity of the Apostles and some prayers of the Holy Spirit.

WHERE THE UNIT FITS IN

This unit builds on previous work in Year 3 when the children studied the Story of Pentecost in the Acts of the Apostles.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the Church's celebration of the Feast of Pentecost.

SKILLS

Reading skills, research skills, speaking and listening, empathetic writing, interpreting symbolism, map work.

VOCABULARY

Pentecost, Holy Spirit, Acts of the Apostles, languages, Holy Orders, Oil of Chrism, Baptism, Confirmation.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know the story of Pentecost from the Acts of the Apostles. They will understand that the gift of the Holy Spirit transformed the lives of the Apostles and enabled them to proclaim the Good News. They will be able to identify the presence of the Holy Spirit in some of the Sacraments of the Church.	3a 3b 3c	3b 3c
Less able children will know parts of the story of Pentecost and understand that Christians believe that the Holy Spirit works in their lives today.	2a 2b	2b 2c
More able children will know about the presence and activity of the Holy Spirit in the lives of the Apostles and saints of the Church. They will understand why the gift of the Holy Spirit is given in the Sacraments that Christians receive.	3b 3c 4a 4b	3b 3c 4a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear, read and explore the Gospel accounts of key events in the life of Jesus: Ascension.

- Read the story of the Ascension into heaven.
- Create pictures of the Apostles with captions expressing their thoughts at the Ascension.
- Explain that the days between the Ascension and Pentecost are days when the Church prepares to celebrate the gift of the Holy Spirit.

C4 The Church's celebrations of significant events in the life of Jesus

- Read the story of the Pentecost from the Acts of the Apostles. Use drama and percussion for sound effects.
- Where did all the people come from who heard the apostles speaking about Jesus on Pentecost day? Locate places on the map.
- Create a chat show interview of the Apostles and what happens to them on Pentecost morning.
- The Holy Spirit enabled the Apostles to speak in different languages. Why do you think that the gift of languages was so important to the disciples? What languages were they able to speak in?
- What was the Good News the Apostles had to share?
- Find out about some of the different places the disciples went in order to preach the Good News.

Ch1 The life of the Church in other parts of the world: Universal saints.

- Since the time of the Apostles people have been spreading the Good News throughout the World.
- Research the lives of different saints from different parts of the World. In what ways have they proclaimed the Good News about Christ?
- How has the Holy Spirit inspired and directed their lives?
- Children to create some biographies of the saints they have studied and explain how the Holy Spirit has worked through the lives of these individuals.
- Why do you think the lives of the saints can help those who follow Christ today?
- Create class displays highlighting different parts of the world the saints are from.

C6 Signs and symbols and their significance in liturgy.

- Today in the Sacraments the Church celebrates the presence of the Holy Spirit.
- Explain to the children that in the celebration of the Sacraments of Baptism, Confirmation and Holy Orders Christians are anointed with the Oil of Chrism.
- Think about the qualities of oil (e.g. It can beautify and heal, make things work, make food pleasant, strengthen and protect).
- Does the Holy Spirit have some of these qualities? Which are the most important?
- Talk with the children about the anointing with Chrism at Baptism, Confirmation and in Holy Orders as being associated with the giving of the Holy Spirit.

- In the Scriptures of the Old and New Testaments we find God's Holy Spirit already present. Children to find the following scripture passages and discuss what they say about the Holy Spirit:
Genesis 1: 1-2
Judges 11
Isaiah 61:1-9
Luke 1: 34-36
Matthew 3: 13-17
Luke 4: 1-2
Luke 4: 18-20

- Learn a small selection of Prayers and songs in different languages.
- Introduce children to the words of the Prayer "Come Holy Spirit". Explore and discuss the meaning of some of the words.

LEARNING OUTCOMES

R2 That God his Father prepared the People of Israel for the coming of Jesus; that Jesus was born a Jew and lived in faithful observance of Jewish tradition; that people's lives were changed by their response to Jesus.

C4 A developing awareness of the customs and traditions of major liturgical feasts and seasons.

- Know and retell the story of Pentecost.
- Understand that the gift of languages enabled the Apostles to spread the Good News all over the world.
- Be able to imagine the Apostles thoughts and reactions on the day of Pentecost.

Ch1 That the Church is world wide and multicultural.

- Know about the lives of some saints from different parts of the world.
- Understand that the Holy Spirit helped them to be followers of Christ.
- Be able to discuss and write about the lives of some saints and why they are important role models for followers of Christ today.

C6 Of the significance and power of signs and symbols for Christians around the world.

- Know that the Oil of Chrism symbolises the giving of the Holy Spirit in the Sacraments of Baptism, Confirmation and Ordination
- Know some stories of people in the Old and New Testament who were aware of the presence of the Holy Spirit.

- Know some prayers and religious songs in other languages.
- Understand that this reminds us that the Church is universal and that belief in Christ is expressed in many tongues.
- Explore the meaning of some of the words of the Church's prayer to the Holy Spirit.

FURTHER DEVELOPMENT

ICT skills and Internet Research and book research on the lives of Saints will be very helpful during this unit.

RELATED SCRIPTURE

Acts 1: 1-4 – The Ascension of Jesus into Heaven

Lk. 16: 19-20

Acts 2: 1-16 – The Story of Pentecost

Other texts are identified in the teaching strategies.

OTHER LINKS

COLLECTIVE WORSHIP

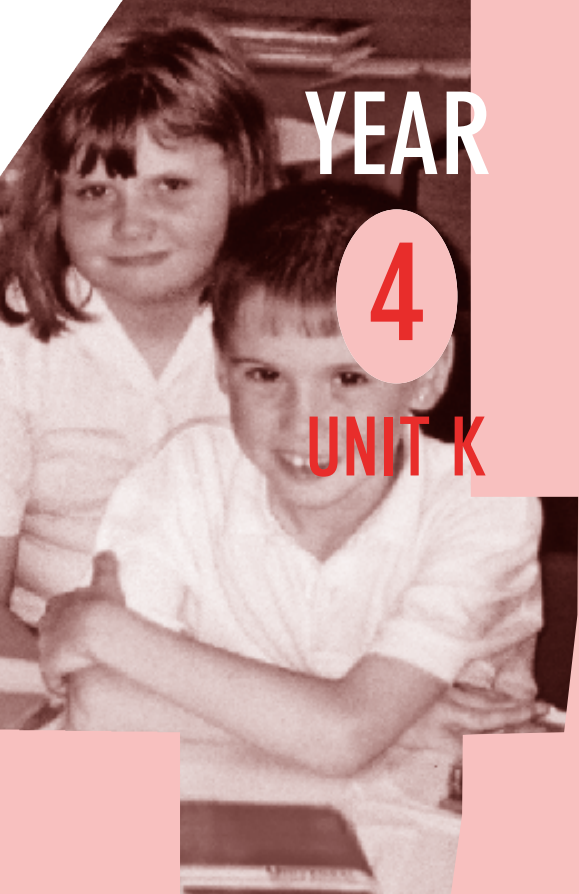
- Pray some of the prayers of the Church in different languages as a sign that people throughout the world praise God.
- Create prayers to the Holy Spirit to be used at this time.
- Use the prayer “Come Holy Spirit”.
- Explore the coming of the Holy Spirit through drama and dance in Collective Worship.
- Pray for those to be Confirmed or ordained to the Priesthood with the anointing of the Oil of Chrism.

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

4

UNIT K

SHARING IN THE LIFE OF CHRIST: THE CHURCH AS A COMMUNITY

ABOUT THE UNIT

In this unit the children learn about the Universal Church established on the original teaching of the Apostles. They will reflect upon the Eucharist as the Sacrament which celebrates the Church's Unity. They will also be given opportunities to find out about religious customs from around the world.

WHERE THE UNIT FITS IN

This unit builds on previous work in Year 3 when the children considered the importance of belonging to the Church.

PRIOR LEARNING

It would be helpful if the children have:

- some experience of the celebration of Mass
- some experience of Christian customs from other cultures.

SKILLS

Research skills, map work, speaking and listening, interpreting symbols.

VOCABULARY

Universal Church, Catholic, Family of God, People of God, Body of Christ, Rome, Pope, Eucharist, Eucharistic Prayer, Memorial Acclamation, Doxology.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know that the Catholic Church is spread throughout the world. They will understand that the Eucharist celebrates the unity of God's People throughout the world. They will be able to explain some beliefs of the Universal Church and religious customs from different parts of the world.	3a 3b 3c	3c
Less able children will know that Catholic Christians who live throughout the world celebrate the Eucharist. They will know about some beliefs of all Christians.	2a 2b	2a 2c
More able children will have a greater knowledge and understanding of some images of the Church. They will be able to express in their own words some of the beliefs of the Church and explain why the Eucharist is so important to the life of the Church.	3a 3b 4a 4b	3c 4a 4b

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 The life of the Church in other parts of the world, e.g. customs and traditions.

- Children to research the meaning of the word “community”.
- Look at different pictures associated with the idea of community. Children to look at these in groups and talk about what they tell us about community.
- Consider using some of the Mission Together and CAFOD images to help the children think about the global community.
- Create mind-maps of associated words and ideas for community.
- What are the most important ingredients in a community?
- What roles and responsibilities do people have to take on?

- Reflect with the children on God’s Family being a type of community made up of people throughout the world.
- Revise with the children the term “Church” meaning not only a building, but also a description of the Family of God.
- Revise different names learnt in Year 3 for the Family of God (e.g. Church, Family of God, Body of Christ, People of God)
- What do these names tell us about Christians?

- Children to look at a map of the world. Reflect with the children on people belonging to God’s Family throughout the world.
- Recall previous learning on the saints and the parts of the world the apostles went to.
- Find the land of Jesus’ birth. What is it called today? How far is it from the U.K.?
- Which countries do the children think most Christians live in? Which countries the least?
- Why do you think that people all over the world today are followers of Christ?
- Children to research the meaning of the word “Catholic”. What do you think it means to belong to a Universal Church?
- Read the story of Jesus telling Peter that he is the rock upon which the Church will be built. What does this story tell us about Peter’s special role?
- Find the city of Rome on the map.
- Research information about Rome using Internet resources and other books. Why is this city so important for Christians? Who is buried in Rome and what is the special role of the Bishop of Rome? How does he care for the Church throughout the world?
- From what they have learnt, ask the children to consider why the city of Rome reminds Catholic Christians they belong to a Universal Church.

- People throughout the world follow Jesus and belong to the Church. Children to create a survey sheet asking questions of other children and adults in the school about why being a follower of Jesus and belonging to the Church might be important.
- Present findings in the form of pie charts and graphs.

C3 Words and images used by Jesus to express communion.

- Jesus often spoke about forming a community and sharing a common life with his disciples and those who followed him.
- Children to research the “I AM” sayings of Jesus. Include in these the vine and the branches; the bread of life; the light of the world and the way, the truth and the life.
- What do these sayings tell us about Jesus? What do they say about the way in which Christians can share in the life of Christ?
- Children to make illustrations and interpretations of these sayings through art.
- Children to write a description of what these sayings mean to them.
- Children to think of other metaphors that they might use to describe the way we can share in Jesus’ life today.
- Explain to the children that the celebration of Mass is an important time when God’s family comes together to celebrate God’s life with us and to meet Jesus in the Eucharist.
- Read St. Paul’s account of the Last Supper in the Letter to the Corinthians. What does it tell us about the importance of celebrating the Eucharist together?
- Reflect with the children on the prayers of the Mass being an opportunity for the Church community to express its faith in God.

LEARNING OUTCOMES

R1 That the Church is world-wide and multicultural; of Christian responsibility for the sign we give and the Church's mission.

- Know that people today all over the world follow Jesus Christ.
- Understand some reasons why belief in Christ is important to people.

C3 Understand the vocabulary and imagery Jesus used to express communion with him.

- Know the "I Am" sayings of Jesus.
- Understand that they are important sayings to help Christians think about sharing in the life of Christ.
- Be able to describe and discuss these images of Jesus and what they mean to them.
- Know that the Mass is a celebration when Catholic Christians express their faith in God.
- Be able to identify some of the beliefs that are expressed in the prayers of the Mass.

FURTHER DEVELOPMENT

Collect pictures and other sources of evidence about the local community in which you live.

Invite somebody from Mission Together or CAFOD to talk to the children about the global community.

Collect pictures and other artefacts from the land of Jesus' birth.

Look at pictures of the City of Rome. Research information about the Pope from the Internet and other resources.

Use some of these sayings of Jesus during collective worship.

Use pictures, photographs and videos of the Mass to focus on different prayers and actions.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- Look at some of the words of the Creed. What do they tell us about the belief of Christians? Revise with the Children the Christian belief in the Holy Trinity.
- Look at some of the other acclamations of the Mass such as the memorial acclamations. What do they tell us about the belief of the Christian community?
- Explain to the children that the word “amen” is another way of expressing belief. It means, “yes, so be it.”
- In groups children to look at some of the prayers of the Mass that we say “amen” to. What do they tell us about the beliefs expressed?
- Talk to the children about the Doxology and the Great Amen at the end of the Eucharistic Prayer as an important expression of belief during the Mass.

- Find out about customs from different cultures for different seasons of the Church’s year. You might consider some of these different examples:
 - Advent: Los Posados – South American.
 - Christmas: presents at Epiphany – European.
 - Easter: painting Easter eggs – Polish.
 - Lent: Mardis Gras and Shrove Tuesday celebrations – European and American.

- What is important about these celebrations for the different cultures they come from?
- What do some of these customs tell us about the faith and belief of a Christian community?
- Teach the children some of the prayers of the Church in different languages (e.g. Sign of the Cross, Our Father and Hail Mary, etc.)
- Learn songs from different Christian cultures.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

- Explore different customs associated with the liturgical seasons from different parts of the world.
- Know some prayers and songs in different languages.
- Understand that Christians express their belief in God through worship and prayer.

Create a class book to be shared with the younger children about some of the customs of the Church throughout the world.

RELATED SCRIPTURE

Mt. 16: 13-20 – Jesus Declares Simon to be the Rock

1 Corinthians 11: 17-34 – The Institution of the Eucharist

OTHER LINKS

COLLECTIVE WORSHIP

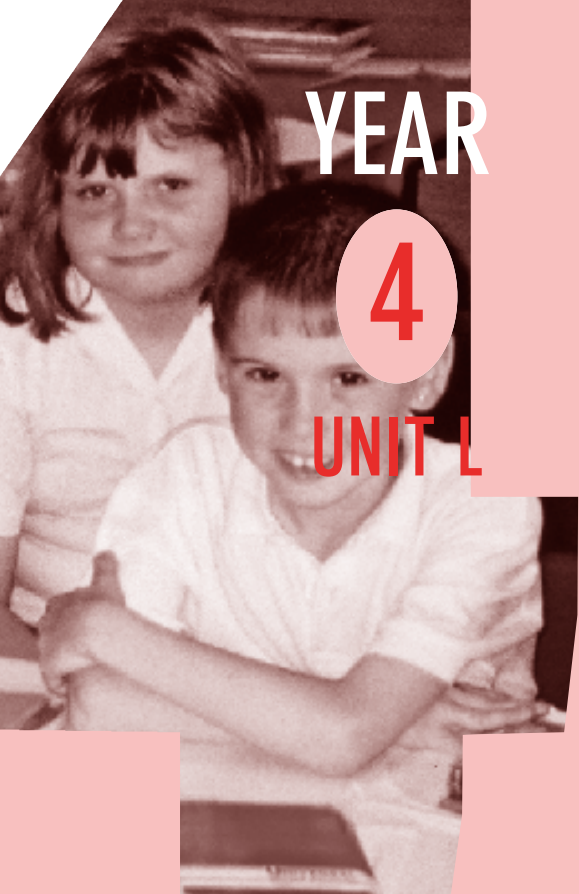
- Before celebrating the Eucharist create some prayers of preparation for Mass.
- Create prayers of thanksgiving to be said after Mass as a class or alone.
- Find some prayers from other cultures and use these to emphasise we belong to one global family that praises God.

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

4

UNIT L

SPECIAL ROLES & RESPONSIBILITIES

ABOUT THE UNIT

In this unit the children will learn about the different tasks and responsibilities given to people in the Church. This will help them to develop their understanding of the Church as the Body of Christ made up of many different people.

WHERE THE UNIT FITS IN

This unit builds on the Pentecost unit and on previous work in Key Stage 1 about the Church. It also serves as preparation for further work on the life of the Church in Year 5 and Year 6.

PRIOR LEARNING

It would be helpful if the children have:

- some previous knowledge and experience of the parish community and people who take on different roles in that community.

SKILLS

Research skills, speaking and listening, interpreting symbolism, writing skills.

VOCABULARY

Good News, Body of Christ, vocation, responsibility, religious, priest, Eucharistic minister, sick SVP.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know that different people have different responsibilities in the life of the Church. They will understand the special role played by priests and religious, but will be equally aware that every member of the Church has a special role and responsibility as they try to follow Christ.	3a 3b 3c	3a 3c
Less able children will know about some important roles and responsibilities in the life of the Church.	2a 2b 2c	2a 2b 2c
More able children will be able to consider why different roles and responsibilities are important to the life of the Church. They will be able to consider why the priest has an important role in the life of a parish community. They will have a greater understanding of the variety of ways that people can respond to God's call to serve.	4a 4b 4c	4a 4b 4c

PROGRAMME OF STUDY

TEACHING STRATEGIES

Ch3 How the school community has opportunities to be 'good news' for others.

- Brainstorm with the children the difference between good news and bad news. How do you feel when you receive good news? How do you feel when you receive bad news? How does this effect your actions sometimes?
- Revise previous work completed on Pentecost and recall how the Apostles proclaimed the Good News of the Resurrection of Jesus and invited other people to follow him.
- Explain to the children the word "gospel" means good news.
- Look at the opening words of St. Mark's Gospel. What does Mark say his Gospel is?

- Children to think about different things that are handed on through families. Ask them to think of things they might have at home that belonged to older brothers or sisters, or grandparents and great grandparents.
- Think about how these things can remind us of people who had them before.
- Read what St. Paul wrote in the First Letter to the Corinthians about handing on his faith.
- Reflect with the children on Christians handing on what they have heard and come to know about Jesus through those who have come before them.
- What do you think would have happened if the Apostles had not told anybody about the Resurrection of Jesus?
- In groups children to research some information about saints over the last two thousand years of Christianity. How in their different ways did they hand on the "Good News" about Jesus?
- Create a class timeline from the first Apostles until the end of the 20th century.

- Specific people today have the responsibility of spreading the good news to other people.
- Interview a priest and possibly a deacon about their specific role in the community. What are their roles? Why do you think their roles are important in a Church community?
- Create a simple CV for a priest. Include name, parish, roles and why they are important?
- Revise work from Year 3 on the seven Sacraments. Explain that priesthood and the diaconate are part of the Sacrament of Holy Orders.

- Religious have special responsibilities to pray and to care for God's family.
- Research information about the life of a monastery and the work of a monk. What is special about their way of life? What do you think might be difficult?
- Research information about religious sisters and the work they do. Interview a Religious Sister and find out about her special role in the Church.

- Talk to the children about married couples having a special responsibility to love and care for each other and their family.
- Talk about the importance of the wedding ring being a symbol of everlasting love and commitment between a man and a wife.
- What responsibilities do you think married people have to each other? What special responsibilities do you think they have to their children?
- Revise previous work on "vocation". Explain to the children that marriage for Christians is as much a vocation as having a vocation to be a priest.
- Revise previous work on the seven Sacraments in Year 3. Highlight marriage as one of the important Sacraments that Christians celebrate in their lives as a sign of their love and life-long commitment to each other.

Ch2 How the local church is 'good news' for people and how everyone can have a part in this.

- St. Paul wrote to the people of Corinth about the Church being the Body of Christ. Read this extract with the children. What does this tell us about roles and responsibilities in the Church?
- Do only a few people have roles and responsibilities?
- Revise the prayer of St. Theresa of Avila, "Christ has no hands but our hands."
- Lots of people have different roles in the parish. Make lists and identify key tasks.
- Use the parish newsletter to find information about the life of the parish and the roles and responsibilities different people have.

LEARNING OUTCOMES

Ch3 That all Christians share the responsibility of being a sign of God's love.

- Know that priests and men and women who enter religious life have important responsibilities in the life of the Church.
- Understand the importance of their vocation to serve others in the Church.
- Identify some of the key tasks and discuss the importance of these responsibilities.

- Know that married people have special responsibilities to each other and their families.
- Identify and discuss some of the symbols associated with marriage.

Ch2 That everyone has a place in the Church and opportunities to live and share its life; of Christian responsibility for the sign we give and the Church's mission; that all Christians share the responsibility of being a sign of God's love.

- Know that every member of the Church has a special responsibility to proclaim the good news to others.

FURTHER DEVELOPMENT

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- Interview parishioners with specific tasks and responsibilities.
- In what ways do the children think the role of these people is important in the community?
- Children to create brochures about what they have learnt about the local parish.

- Read the Miracles of the Healing of the Deaf and Dumb Man and the Healing of the Leper.
- What attitudes did Jesus portray in these miracles?
- What does the word compassion mean?
- The parish community shows compassion for the sick through the work of Eucharistic ministers and the SVP. Research their roles and responsibilities.
- What does the word “responsibility” mean?
- What responsibilities do the children undertake in school?
- What happens when you take up your responsibilities? What happens when you don’t?
- Revise Pentecost work about the Apostles sharing the Good News.
- The Good News of Christ can be brought to other people by what we say and what we do.
- Read the story of John the Baptist disciples coming to Jesus to ask if he was the Messiah.
- What does this tell us about Jesus’ words and actions?
- In teams, children to work out how they can bring the Good News at home, school and elsewhere.

- Visit your local Church. Look at different things in the Church which reveal how the parish community shares good news together such as:
 - Font welcomes people into the Family of God.
 - Lectern, sharing the Word of God.
 - Priest’s chair, the Priest shares the Good News of Jesus in a special way.
 - Altar, Jesus feeds his people.
 - Statues and candles, people called to Pray.
 - Confessional, to share Good News of Reconciliation.

- Children to write their own reflections on what they have seen in the church and why they think some of the different symbols and artefacts are important for sharing the good news with other people.

LEARNING OUTCOMES

- Understand that they can bring the Good News to others in word and action.
- Identify ways in which they can bring the good news to others.

- Know that Jesus showed compassion for those who were sick.
- Understand that the local parish community has a special role of caring for the sick through celebrating the Sacrament of the Sick, Eucharistic Ministers and SVP.

- Know that the church building reminds Catholics of the responsibility to bring the Good News of Christ to others.
- Be able to identify ways in which the symbols and the Sacramental celebrations of the Church proclaim the Good News.

FURTHER DEVELOPMENT

RELATED SCRIPTURE

1 Corinthians 2-3: 17 – Paul Declares What Has Been Handed on to Him.

1 Corinthians 12: 12-30 – The Church is the Body of Christ

Mk. 7: 31-38 – The Healing of the Deaf and Dumb Man

Lk. 17: 11-19

Lk. 7: 18-23 – John Sends His Disciples to Jesus

OTHER LINKS

School-Parish Links are important for this unit.

COLLECTIVE WORSHIP

- Pray for your priest, deacon and all the people of your parish community.
- Pray that people will recognise that God is calling them to serve him.
- Pray for married people and for our families.
- Pray for the sick and those who care for 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?