

Learning and Growing as the People of God

Year Two

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Designed by Peter Robb
Typesetting by Linda East
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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

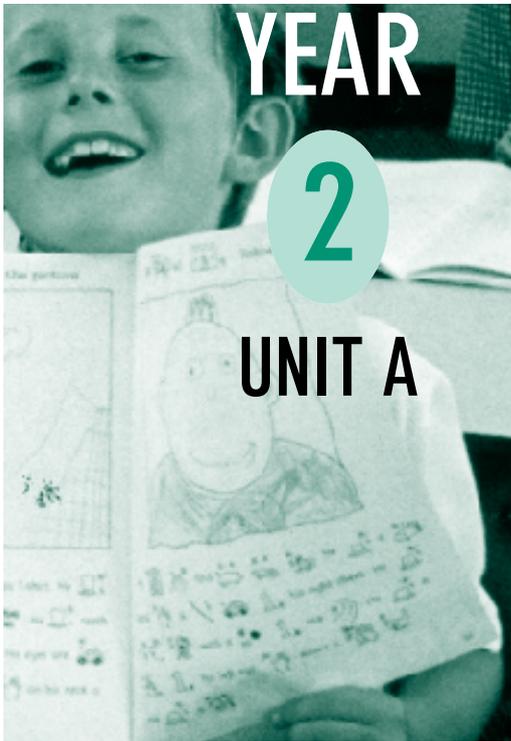
² Bishops' Conference of England and Wales, *Statement on Religious Education in Catholic Schools*, Low Week, 2000, paragraph 7

³ *ibid*, paragraph 4

⁴ *ibid*, paragraph 8

⁵ *Catechism of the Catholic Church*, paragraph 282

⁶ Seamus Heaney



YEAR

2

UNIT A

OLD TESTAMENT: STORIES & PRAYERS

ABOUT THE UNIT

This unit is designed to give children some insight into the stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures.

WHERE THE UNIT FITS IN

This unit builds on previous learning in Reception and Year 1 about the Bible being filled with important stories about God.

PRIOR LEARNING

It is helpful if the children have:

- some prior knowledge of the structure of the Bible as Old and New Testament
- experience of hearing some Old Testament stories.

SKILLS

Teamwork, group discussion, empathetic writing, speaking in role, sequencing text, Psalm writing.

VOCABULARY

Old Testament, Bible, Jewish, Hebrew, Word of God, Noah, Abraham, Isaac, Jonah, David, Daniel, Psalm.

ASSESSMENT

At the end of this unit:

Most children will know that there are two parts to the Bible. Know stories about different people in the Old Testament who were called into friendship with God; recognise that psalms are special songs to praise and thank God. Understand that in the Old Testament we can discover some important images of God for Christians today.

Less able children will recall aspects of Old Testament stories; reflect on some things these stories tell us about God.

More able children will recall in greater detail Old Testament stories; understand how the Old Testament characters lived out their relationship with God.

A.T.1 A.T.2

2a 2b
2b 2c
2c

1a 1a
1b

3a 3b
3b 3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

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

L2 Hear about and explore signs of God's care and blessings in Scripture.

- Explore with children some reasons why we read books.
- What types of books do you like reading?
- What different types of books do we have to read? Which are fiction and which are non-fiction?
- Explain that the Bible is often referred to as God's Word, and is non-fiction even though it contains different stories.
- Children to re-call stories and events from the Bible that they can remember. Create a "Story Web" with the names they can recall.
- Play a game of charades with the children having to guess the story and characters.
- Explain that the Bible is not one book but many books.
- Talk to the children about the story of Jesus being found in four books called the Gospels. Children to learn the names of the Gospels.
- Explain the difference between the New Testament and the Old Testament. In this unit of work we are focussing on the Old Testament.
- Ask the children to recall important people in their lives and reasons why these people are special.
- Explain that in the Old Testament we find many stories of people who had a special friendship with God and who did important things for him
- Show children pictures of the Jewish scriptures on scrolls. Explain that the Old Testament is the Jewish Bible written in Hebrew. Look at some Hebrew writing.
- Talk with the children about the respect and the care shown to the scriptures because they are God's Word.
- Children to recall as much as they can of the story of Noah.
- What did God ask Noah to do? Why?
- How did Noah respond to Gods request?
- Imagine you are Noah what would you have said to God?
- Talk to the children about the word "promise".
- What does the word promise mean?
- Children to provide examples of different promises that they sometimes make.
- Are promises easy to keep? Why are they sometimes difficult to keep?
- What was the promise God made to Noah?
- Can the children identify the words in the text which speak about the promise?
- What was special about the promise of God?
- What does the promise teach us about God?
- Children to write the story of Noah and create a "Big Book" for the Reception Class. Help the children to explain the feelings of Noah at different times in the story and the special promise of God. Children to write the story as if they were Noah or his wife.
- Reflect with the children about what Noah might have been like after the flood. Do you think his relationship with God was still important to him? Why?
- Share with the children the story of Abraham and Isaac.
- Teacher to act in role as Isaac and re-tell the story to the children from your perspective. Invite the children to ask you questions.
- Make items for a "Story Sack" of Abraham and Isaac. Children can re-tell the story as one of the characters using items from the "Story Sack" to help them.
- What sort of person do you think Abraham was? Did he do what God asked him? How do you know? Do you think he loved and cared for his Son Isaac? How do you know?
- Create a "story-plan". Include all the following details.
- Where does the story begin?
- What did God ask Abraham?
- How did Abraham respond?
- What did Isaac have to do?
- How did Isaac feel?
- Children to imagine they are Abraham and Isaac. What sort of things might they talk about on the way back home?

LEARNING OUTCOMES

R1 Know a range of stories which speak of God and his people in the Old Testament; that the Church uses and reverences the Old Testament.

- Know that the Old Testament is a collection of books about stories and events that happened to the Israelite people before Jesus came.
- Understand that these stories remind us of God's love and care for his people.
- Talk and write about some of the important messages about God in these stories and events.

L2 That God's blessings in creation are many and varied.

- Know the story of the call of Noah and the building of the ark.
- Understand that God wanted to protect his people and creation.
- Sequence and retell the story and explain its meaning and why it is an important story.

- Know the story of Abraham and Isaac.
- Understand that Abraham wants to do what God tells him.
- Retell the story and describe the thoughts and feelings of the characters.

FURTHER DEVELOPMENT

As this unit of work develops make a simple timeline of characters before and after the time of Jesus.

Children to find pictures and toys of Noah and the Ark. Learn songs about the story.

Make a "Word Bank" for children to use with their writing.

The story sack could be used in assembly to retell the story to the rest of key stage one.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

L8 Explore Scripture passages which reveal God's love, e.g. psalms of thanks, trust, calls for help.

- The story reminds us that sometimes God asked his people to do difficult things. Children to recall some of the things they find difficult to do. How do you feel when you have to do difficult things?
- Children to create prayers asking for God's help with difficult things.
- Children to read the story of Jonah.
- Children to summarise the story into three parts, beginning, middle and end.
- Invent words and phrases which describe Jonah's attitude at the different stages of the story.
- Create a mime of the story.
- Explore with the children their experiences of finding it difficult to say "yes" to important requests. What happens when they don't follow the requests of their family and teacher for example? What difficulties does this create?
- Children to write a "story review" of the story of Jonah and explain what this story means to them.
- God called Jonah to do something special with his life for him. Christians believe that God asks them to do something special with their lives to serve him. Children to reflect on the meaning of this.
- Ask the children to think about their special gifts and talents and what they like about themselves.
- Children to work in pairs to think about their special qualities. From all this information create a class gift and talent chart.
- Share with the children the story of David and Goliath.
- What special gifts and qualities had David got? How did he use them?
- Children to role-play story and to take turns being David.
- "Hot Seat" David, children to ask questions using what, when, how and why? Work with the whole class on possible answers to these questions.
- Children to record in writing their questions and answers.
- Like David we are called to use our gifts and talents to serve God.
- Invite children to come up with possible suggestions about how they might do this (e.g. in class, in the playground and in school)?
- Review previous learning in Year 1 about the psalms.
- Explain to the children that King David and other people wrote the psalms. Explain that the psalms are songs and also prayers.
- Introduce children to a psalm.
- Identify some of the things that the person is saying to God in the psalm.
- Highlight some of the things the person is saying about God. Ask the children to talk about phrases and words in the psalm that they like and why?
- Identify words which praise and thank God and ask God's help.
- Children to write a review of the psalm and illustrate.
- Begin work on creating a class psalm. Discuss the sort of things you would want to talk to God about.
- Begin working on some verses together.
- Independently or in groups, children to write their own verses of a psalm.
- Teach the children some hymns that are based upon the psalms. You might just look at the chorus or one verse.
- Share the story of the prophet Daniel.
- What does the story tell us about Daniel's friendship with God?
- In what ways was Daniel brave? How do you know that he was courageous? What made him do some of the things that he did?
- Complete a character study on Daniel. Draw pictures and captions.
- Children to write their own book about Daniel, telling the story and highlighting what was important about him.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

- Know the story of Jonah.
- Understand that God wanted Jonah to tell the people to turn to him again.
- Retell the story and think of some reasons why it was important for Jonah to do what God wanted.

Create a class display of the story with labels and captions.
Consider making a puppet show of the story of Jonah.

- Know the story of David and Goliath.
- Understand that God gave David special strength.
- Think of special gifts and talents that God has given us to use.

- L8** That God is faithful and loves everyone without distinction.
- Know that the psalms of the old Testament are special songs and prayers to God.
 - Understand some reasons why we thank and praise God and ask his help in prayer.
 - Identify words and Psalms that praise and thank God, and ask God's help.
 - Write own Psalms that express these ideas.

Consider creating a class book of psalms.

- Know the story of the prophet Daniel.
- Recognise that God protected him.
- Retell the story and discuss its message.

RELATED SCRIPTURE

Genesis 6: 9-22 – Noah and the Ark

Genesis 22: 1-14 – Abraham and Isaac

Jonah – Jonah and the Big Fish

1Samuel 17 – The Story of David and Goliath

Daniel 6: 10 – The Story of Daniel

The Book of Psalms

OTHER LINKS

In creating a simple book of class Psalm there are some links here with developing publishing skills and what is required to produce a book.

COLLECTIVE WORSHIP

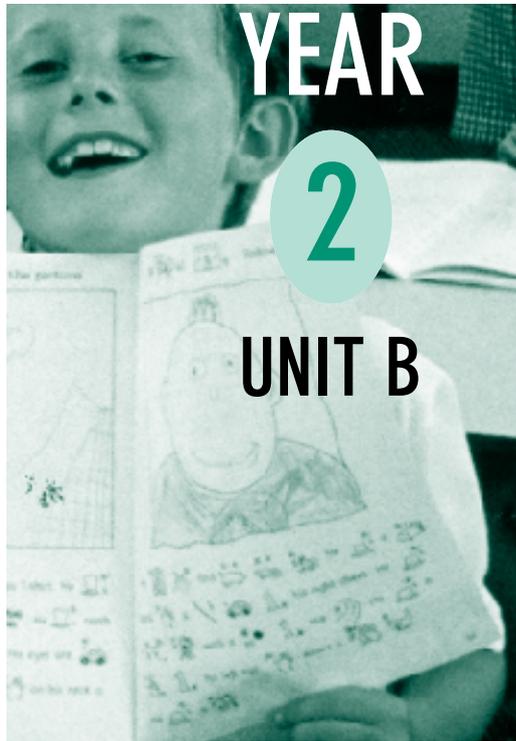
- Use one of the Psalms studied in Collective Worship.
- Children to read the Psalms they have written in prayer time.
- Include prayers of thanks and praise to God.
- Create prayers asking God to help us use the gifts and talents we have received.
- Use some of the stories studied in Collective Worship.

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?



SHARING IN THE LIFE OF JESUS: MARY, THE DISCIPLES, SAINTS & US

ABOUT THE UNIT

This unit is designed to extend the children's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. They will also be introduced to the prayer of silence as an opportunity to spend time with God.

WHERE THE UNIT FITS IN

This unit builds on previous learning in Year 1 about the followers of Jesus and how Christians share his life today.

PRIOR LEARNING

It would be helpful if:

- children knew some stories about Mary and Jesus and the disciples sharing Jesus' life
- children had some understanding about a saint
- experience of different forms of prayer.

SKILLS

Group discussion, empathetic writing, sequencing, observing religious art, role-play, sitting still, speaking and listening, mind mapping, brainstorming.

VOCABULARY

Mary, Jesus, Joseph, Cana, disciple, call, Rosary, Immaculate Conception, Assumption, Saint, silence.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know important stories from the New Testament about the life of Jesus and Mary and the call of the disciples; Know that the Rosary is a special form of Christian prayer. Know about the example of saints and important events in their lives. Understand and take part in a moment of stillness and prayer.	2a 2b 2c	2a 2b 2c 2d
Less able children will know a smaller range of stories about Jesus and Mary and the disciples. Appreciate that Christians have special forms of prayer.	1a 1b	1a 1d
More able children will have a greater understanding of the relationship between Mary, Jesus and the disciples. Explain in more detail ways in which and reasons why people follow Jesus today.	3a 3b 3c	3c 3d

PROGRAMME OF STUDY

TEACHING STRATEGIES

Ch2 The role of Mary and her 'Yes' to God's word. (May)

- Children to recall family stories about parents, grandparents, brothers and sisters, and when they were small.
 - Emphasise that we all have a story and a family history.
 - Introduce children to the idea of Jesus having a story and a family history.
 - Recall previous learning about Jesus' life story.
 - Create a time line for these stories beginning with the Annunciation, include the Birth of Jesus, flight into Egypt, Presentation, Baptism of Jesus, call of the Disciples, Palm Sunday, Holy Thursday, Good Friday and Easter Sunday.
 - Share with children the three stories of the flight into Egypt, Wedding Feast at Cana and Mary at the Cross. Where do these fit in on the timeline?
 - Read the dream of Joseph having to go to Egypt. Why was Joseph worried? From the story what sort of person do you think Joseph was? Describe his care for Mary and Jesus. How do you think Mary felt at this time?
 - Children to write postcards to Joachim and Anna, Mary's parents in Nazareth, explaining why they were leaving for Egypt.
 - Read the Wedding Feast at Cana.
 - Research what a Jewish wedding would have been like at the time of Jesus.
 - Watch a video presentation of the story of Cana.
 - Set the classroom up for a wedding celebration.
 - Create water jars and allot different roles to the children.
 - Highlight the words of Mary. Why did she ask Jesus to do something?
 - What did Jesus say to his Mother?
 - What did Mary then say?
 - Mary said "Do whatever he asks you." Recall the words of Mary to the Angel Gabriel. Are there any similarities?
 - Mary asked Jesus to do something very special. What does this tell us about her relationship with Jesus?
 - What does the story tell us about doing what Jesus asks?
 - Make lists or a display of different things which show that we are doing what Jesus asks us today.
-
- Read the story of Mary at the Cross.
 - Brainstorm words to highlight her thoughts and feelings.
 - Look at pictures and images of Mary at the cross.
 - Look at her posture. What does the expression on her face tell you?
 - In what way was this a difficult moment for Mary in her life?
-
- Create a pathway with signposts to indicate some of the different things that Mary experienced through her journey in life with Jesus.
 - Plot on the path her different thoughts and feelings at these different events.
 - Talk to the children about Mary being very special from the stories we have learnt. Do you think that God had to help her? What sort of help do you think God gave her?
 - Explain to the children that Catholics believe God chose and protected Mary to be the Mother of Jesus from the very first moment of her life in the womb of her Mother Anna. This is called the Immaculate Conception.
 - Talk to the children about the end of Mary's life. According to tradition she was taken up to Heaven to be with Jesus. We call this the Assumption.
-
- Ask the children if they have Rosary beads at home, and if possible to bring them to school.
 - Explore the main features of the Rosary (e.g. Cross, five sets of ten beads etc.)
 - Explain how the Our Father, Hail Mary and Glory Be are said on the different beads.
 - Ask the children to close their eyes and remember a very special time in their lives. Ask them to recall any special people or places associated with this time.
 - Ask the children to imagine this was happening all over again. How does it feel? What can you see happening?
 - In pairs children to share their memories and experiences.
 - Explain that when we pray the Rosary we remember many things that happened to

C7 To hear, use and join in prayers from Scripture and Tradition.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

Ch2 That the Church remembers and honours Mary for her response to God.

- Know and be able to recall stories of Mary and Jesus. These will include flight into Egypt, Wedding Feast at Cana, Mary at the cross.
- Understand that Mary had to support and care for her son throughout his life.
- Imagine her thoughts and feelings at different stages in her journey.

Find Bethlehem and Egypt on the map. Trace the journey of Mary and Joseph.

C7 Of some traditional prayers of the Church; of how to pray together.

- Know that the Rosary is a special prayer that Catholic Christians say.
- Understand that the Rosary helps us to think about the life of Jesus and Mary.
- Recall some of the events in their lives which we remember in this prayer.

Display in the classroom different images of Mary. Children to talk about the images and what they like about them. From what they have learnt about the life of Mary, create different titles for her.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

Ch1 God's call to key figures in the history of the People of God, past and present,

e.g. Matthew and saints.

Ch4 The way Jesus gathered and formed a community of disciples and the life they shared.

L6 Explore Scripture passages which illustrate freedom and responsibility in the choices people made.

L1 Read and explore ways in which Jesus showed love and respect for others.

L2 Hear about and explore signs of God's care and blessings in Scripture.

Ch1 God's call to key figures in the history of the People of God, past and present, e.g. Matthew and saints.

C7 To hear, use and join in prayers from Scripture and Tradition.

C8 To use their own words for prayer.

Jesus and to Mary.

- Share with the children some of the names of the different events remembered in the Rosary. You might make a guessing game out of this.
- In groups children categorise the different events into happy events, sad events and extra special events. Why have they put them in these different groups?
- Provide children with the opportunity to take part in a decade of the Rosary. Set the scene for what you want them to remember and imagine as you pray the prayer together.
- Hear and role-play different stories of the call of the disciples by Jesus.
- Highlight the words of Jesus and the response different people made to his call.
- Create a passport for the different people called by Jesus (Include name, occupation, place they lived and possible reasons why they followed Jesus).
- Children to work on some speaking and listening activities, imagining they were phoning home to say they wouldn't be back and they were becoming a disciple of Jesus. What reasons might they give for following Jesus?
- Imagine you had been one of the disciples, what would make you stay away from home and follow Jesus?
- Children to imagine they were going to speak to somebody who had never heard of Jesus before. What reasons would you give for being a follower of Jesus?
- Ask the children to think about what they can do to be a disciple of Jesus at play, at school, at home.
- Create a class display called "We are following Jesus."
- Share with the children stories about Jesus and his disciples being unpopular. Include Jesus having dinner at Matthew's house, picking corn on the Sabbath, the healing of the paralysed man, and the cleansing of the Temple.
- Children to work in groups on the different stories. Highlight the people who did not like what Jesus or the disciples did. Who made things difficult for Jesus and the disciples? How did Jesus and the disciples respond?
- Create "Wanted" posters from these stories.
- Explain that we call special followers of Jesus, saints.
- There are lots of saints. Brainstorm names of different saints, what can the children recall about them?
- Introduce children to the stories of St. Francis of Assisi, St. Clare of Assisi, St. Thomas More and St. Chad.
- Create a flow chart about important events in the life of one of these saints.
- Children to role-play the life of one of the saints they have learnt about. This might become a "Hot-Seat" activity.
- The saints are examples for Christians to follow. How do they help them follow Jesus?
- Look at some of the similarities between the saints. What are some of the most important features of being a saint?
- Create "A Saint is..." captions and cartoons.
- Explain to the children that November 1st is the special Feast of All Saints.
- Create a Litany to the saints including with the name something special about the saint (e.g. "Joseph, who cared for Jesus. Pray for us.")
- Revise previous work on Prayer from Reception and Year 1. Create a "Mind Map" about prayer from what the children already know.
- What prayers do the children know? What sort of prayers are they (e.g. Intercession, praise and thanks, sorrow, etc.)?
- Children to imagine what it would be like if you couldn't talk to your parents, friends or brothers and sisters. Would life be as nice as it is now?
- Talk to the children about prayer being communication, us speaking to God and God speaking to us.
- Explain to the children that to communicate we don't always have to speak. Play a

LEARNING OUTCOMES

FURTHER DEVELOPMENT

Ch1 That God calls individuals and communities to share life and show care for each other.

Ch4 That Jesus called men and women to share his life and his mission, that through Jesus the Son of God, the Church is united in prayer, service, thanksgiving and celebration.

L6 That God gives freedom to every one as a gift; that freedom brings responsibilities.

- Know the story of the call of the disciples by the Lake of Galilee, the call of Matthew the tax collector and the names of the twelve disciples.
- Understand that Jesus wanted them to share in his life and ministry.
- Think of reasons why the disciples were keen to follow Jesus and why Jesus chose such different people.
- Think of ways Christians can be disciples of Jesus, sharing their gifts and talents today.

L1 That Jesus gives an example of love and respect for others.

- Know that sometimes Jesus and his disciples were unpopular.
- Know the story of the cleansing of the temple.

L2 That God's blessings in creation are many and varied.

Ch1 That God calls individuals and communities to share life and show care for each other.

- Know some stories of the lives of saints.
- Understand that saints provide a good example for Christians to follow.
- Identify some important qualities that a saint should have.
- Create a litany of saints.

C7 Of some traditional prayers of the Church; of how to pray together.

C8 That they can speak to God in formal prayer and in their own words; that in prayer God speaks.

- Know that people pray in different ways, e.g. silence, thanks, contrition, etc.
- Understand some reasons why prayer is important.
- Talk about some of the different ways in which people pray.

Learn songs about the call of the disciples.

Discuss with the children the importance of being members of Year 2 and setting an example for the younger children.

Out of school learning: Children to find library books about the lives of Saints.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

simple game of charades to convey a message about being happy, sad or asking about something, etc.

- Explain that when we pray we don't always have to use words. We can be quiet, we can think, we can use actions and symbols to communicate with God.
- Introduce children to simple breathing exercises as a form of prayer. Talk about silence as a way of sharing time and company with God.
- Provide children with opportunities to listen to music to look at Icons and other religious symbols and to be quiet and still.
- Lead children in an imaginative contemplation of meeting Jesus. What does he look like? What would you say to him? What does he say to you in return?
- Share thoughts and reflections together.
- From what they have learnt children to brainstorm different reasons for prayer being important. Create "Prayer is..." using pictures and captions.

- Talk with the children about remembering special people.
- Explain that Christians remember those who have died.
- Learn the "Eternal Rest" as a prayer for November.
- Create a November prayer box or a special book of prayers for those who have died.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

Children to write their own prayers for the prayer focus area in the class.

Children to take responsibility for looking after the prayer area and leading some of the prayers during the school day.

RELATED SCRIPTURE

Mt. 2: 13-15 – The Journey into Egypt

Jn. 2: 1-12 – The wedding at Cana

Jn. 19: 25-30 – Mary at the Cross

Lk. 5: 1-11 – The call of the disciples

Mk. 1: 16-20

Mk. 2: 15-17 – The Dinner at Levi's House

Mt. 12: 1-8 – Picking Corn on the Sabbath

Mk. 2: 1-2 – The Healing of the Paralysed Man

Lk. 19: 45-47 – The Cleansing of the Temple

OTHER LINKS

DT Links: Make some Rosary beads that can be used in Collective Worship.

Home-School Link: Does anyone have Rosary beads at home or in the family. How do they use them?

COLLECTIVE WORSHIP

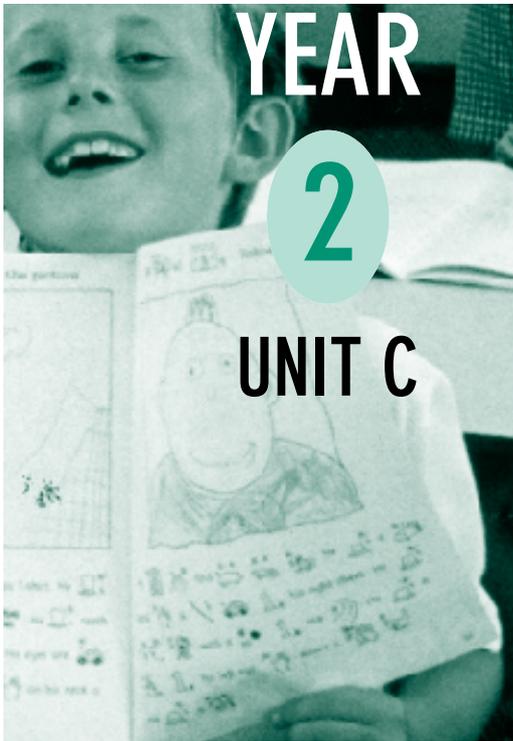
- Children should have some opportunities of praying a few of the prayers of the Rosary and imagining one of the scenes from the life of Jesus and Mary as they say the prayers.
- Learn a sung version of the Hail Mary.
- Use the Litany of Saints you have made in class prayer time.
- Learn the Prayer of St. Francis of Assisi.

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

2

UNIT C

ADVENT

ABOUT THE UNIT

This unit is designed to develop children's knowledge of the time, symbols and characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities.

WHERE THE UNIT FITS IN

Builds on previous learning about Advent in Year 1 about waiting for Jesus to come.

PRIOR LEARNING

It would be helpful if children have:

- knowledge of the Advent Wreath as a symbol of the Season
- knowledge of some Christian customs during Advent.

SKILLS

Group discussion, observation skills, role-play, thinking, research, ICT, prayer writing.

VOCABULARY

Advent, preparation, Advent Wreath, Season, Prophet, Emmanuel, Zechariah, Elizabeth, John the Baptist, Messiah.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will that Advent is a season of preparation for Christmas; describe the Advent Wreath and explain why it is a symbol of preparation for Christmas. Know the story of John the Baptist about preparing the way for Jesus. Describe some ways the parish prepares for Christmas.	2a 2b 2c 3c	2a 2b 2c 2d
Less able children will that the Advent Wreath is a symbol of preparation for Christmas. Know some parts of the story of John the Baptist and a few details about Christians preparing for Christmas.	1a 1b	1a 1d
More able children will understand more deeply the message of John the Baptist and how it highlights the importance of preparing for Jesus' birthday and his coming again.	3b 3c	3a 3b 3d

PROGRAMME OF STUDY

TEACHING STRATEGIES

C5 Become familiar with signs and symbols used by the Church.

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

R1 Hear, read, explore and reflect upon: A variety of scripture imagery which speaks of God in the Old Testament.

Ch1 God's call to key figures in the history of the people of God's past and present, e.g. John the Baptist.

- Children to recall the names of different seasons and feasts in the Church year.
- Remind pupils that Advent is a time of waiting and preparing to celebrate the birthday of Jesus Christ.
- Recall the length of the season (e.g. the 4 weeks and the 4 Sundays symbolised by the 4 candles on the Advent wreath).
- Do the children remember why the third candle is pink?
- Look at the Advent wreath and discuss its circular shape and evergreen leaves.
- What is special about a circle? Can you find its beginning or end?
- Look at the evergreen leaves. Why are they given the name evergreen?
- Why do you think the circular shape and the evergreen leaves make up the Advent wreath?
- Do you think it might tell us something special about God?
- Children to write a description of what they can see on the Advent wreath.
- Create Advent wreaths for the classroom and school. This is better than a drawing and colouring exercise!
- Children to write and attach their own prayers to the wreath, about waiting and preparing to celebrate the birthday of Jesus.
- Recall some previous learning about the Old Testament being written before the time of Jesus. Explain that some of the books are about prophets who had a special message for God's people. The prophets wrote about someone special coming.
- Read *Isaiah 7:14*.
- What does the word "Emmanuel" mean?
- Who is the prophet waiting for?

- Other people in the New Testament had to wait for a special event. Children to hear the story of Zechariah and Elizabeth.

- Children to listen to the story of Zechariah and the visit of the Angel.
- Create a simple role-play of the event.
- Introduce children to incense and explain that this has been used in prayer and worship of God for a long time.
- What do you think Zechariah would have looked like as he stood in the temple with the Angel? Look at pictures from your Bible.
- Why was Zechariah struck deaf and dumb?

- Create a story plan highlighting the beginning, the middle and end and the actions of Zechariah and the Angel.
- What sort of appearance did the Angel have?
- If you had been Zechariah what would you have said to the Angel? How would you have reacted to the message?
- Can the children recall any other stories about the appearance of an Angel with a message?
- Compare and contrast this story with the story of the Annunciation. Find some similarities and some differences.
- Create passports for the Angel and Zechariah including important information about them, as well as children's own thoughts and impressions about them.
- Read the story of the birth of John the Baptist. Recall some of the special things that were said about him by his Father.

- Read the story of John the Baptist in the wilderness.
- What was his message about?
- What does "Prepare a way for the Lord" mean?
- Children to describe what John the Baptist looked like. Why do you think he was dressed like this?
- In groups, children to act in role taking the part of John the Baptist and the crowd.

LEARNING OUTCOMES

C5 Of the significance and variety of signs and symbols in their own lives and in the life of the Church.

C3 Know the stories and events that surround the major Feasts of the Church year.

- Know the name of the liturgical season Advent
- Know that the Advent wreath is a special symbol of preparation for the season of Christmas.
- Understand that the circular shape and the evergreen decorations mean that God has no beginning or end and that God's love lasts forever.
- Recall and write about all the symbols of the wreath.

R1 Know a range of stories which speak of God and his people in the Old Testament.

- Know that some Old Testament characters said that someone very special was going to come into the world.
- Understand why their message can help us prepare for Christmas.
- Recall some of these Old Testament characters.

- Know the story of Zechariah and the birth of John the Baptist.
- Be able to empathise with the thoughts and actions of Zechariah.

Ch1 That God calls individuals and communities to share life and show care for each other.

- Know the story of John the Baptist proclaiming the coming of the Messiah.
- Understand why John wanted the people to get ready for the

FURTHER DEVELOPMENT

Children to make Advent wreaths at home with their family.

Children to create Advent word banks.

Learn some new Advent hymns about waiting for the coming of Jesus.

Create a display of Zechariah in the Temple.
Find out how incense is used in church.

Children to reference the stories of appearance of Angels using their Bibles.

Create a class display of John the Baptist preaching in the wilderness.

Children to find any other story in the New Testament about John the Baptist.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- Write an account as John the Baptist telling everybody about your work in the desert.
- If John the Baptist was alive today where do you think he would proclaim his message?
- If you had to tell people today to get ready for Jesus to come again, what would you tell them to do? How would you tell them?
- Prepare and send e-mail to another class or school about preparing for Jesus to come.

- Explore with the children some of the things that happen in the Church Community as a way of preparing for Christmas. Make a list of things that are happening in your local parish.
- Explore the colour of the season and the use of purple vestments and drapes in the church. Why do you think purple is used?
- Find out about any special charity work that the parish is involved in at Christmas time.
- Create an Advent calendar with something special to do each day, in order to prepare a way for the Lord at Christmas.
- Write a prayer about preparing ourselves for the celebration of Jesus' birthday. Help the children to include in these prayers reasons for making special preparations.
- Explore some of the saints of the season of Advent and how they can help us prepare for Christmas. Include St. Lucy and the festival of light that surrounds her celebration.

LEARNING OUTCOMES

Messiah to come.

- Retell, dramatise and write about the story.

- Know that Advent is a special time of preparation in the life of the Church.
- Find out some of the preparations and the reason why the Christian Community prepares for Christmas.

FURTHER DEVELOPMENT

RELATED SCRIPTURE

Isaiah 7: 14 – The Coming of Emmanuel

Lk. 1: 1-24, 57-80 – The Story of Zechariah and the Birth of John

Mt. 3: 1-12 – The Proclamation of John the Baptist

Lk. 3: 1-16

OTHER LINKS

Multicultural links: Looking at how the Church celebrates the Season of Advent and prepares for Christmas in different parts of the world.

COLLECTIVE WORSHIP

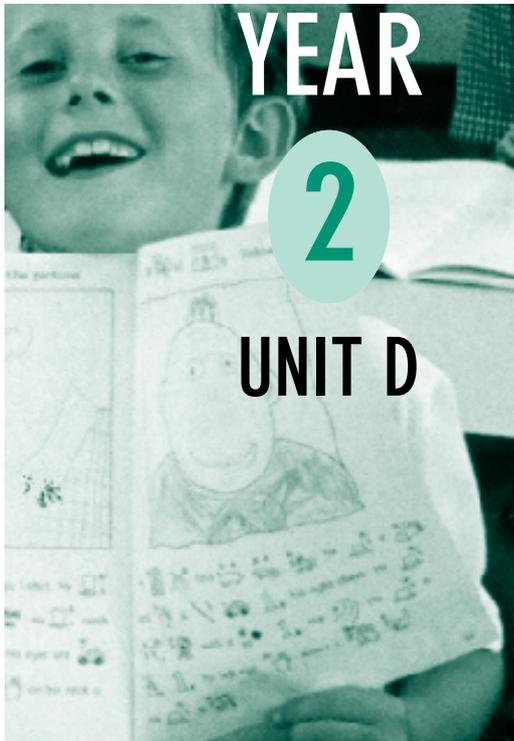
- Read the Story of John the Baptist during Collective Worship.
- Reflect on the way in which we can try and live out this message during Advent.
- Learn some songs about Advent preparing a way for the Lord.

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

2

UNIT D

CHRISTMAS

ABOUT THE UNIT

This unit is designed to help the children reflect upon the journeys associated with the Christmas story and what these journeys eventually tell us about Jesus' birth and the way people respond to his birth.

WHERE THE UNIT FITS IN

This unit builds on previous learning in Year 1 of the story of the Annunciation.

PRIOR LEARNING

It would be helpful if children have:

- knowledge of the story of the Annunciation
- some knowledge of the characters in the Christmas story.

SKILLS

Group discussion, map work, thinking, imaginative contemplation, writing, role-play, recording information in different ways.

VOCABULARY

Annunciation, Angel Gabriel, Mary, Joseph, Bethlehem, Nazareth, Jesus, invitation, wise men, Herod.

ASSESSMENT

At the end of this unit:

Most children will know and be able to sequence the story of Christmas from the annunciation to the flight into Egypt. Be able to trace the journey of Mary and Joseph on a map. Understand some of the difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary

A.T.1 A.T.2

2b 2b
2c

Less able children will know and be able to sequence parts of the story of Christmas. Reflect on some difficulties which Mary and Joseph faced.

1b 1a
1b

More able children will have a greater knowledge of the characters involved in the Christmas story and the difficulties they faced. They will be able to explain what these stories tell us about the importance of Jesus' birth.

3b 3a
3b
3d

PROGRAMME OF STUDY

TEACHING STRATEGIES

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

- Children to discuss times that they were told to do something. How and who told you? How did you respond? Did you always respond in the right way? What you were being asked to do, was it easy or difficult?
- Revise the story of the Annunciation.
- Children to work in pairs to retell the story to each other.
- Why do you think it was important for Mary to say “yes” to the Angels request?
- For Mary to say “yes” to the Angel was going to be very difficult. Why do you think it was going to be hard?
- Look again at the words of Mary agreeing to be the Mother of Jesus. Children to rewrite them in their own words.
- Children to write a letter from Mary to a friend telling them about the visit of the Angel and why she had agreed to be the Mother of Jesus?
- Read the story of Joseph and Mary leaving Nazareth and journeying to Bethlehem.
- Look at the map of the Holy Land and find Nazareth and Bethlehem. How far away is Nazareth from Bethlehem?
- Which way do you think they went? Use compass directions. How would they have got to Bethlehem? What transport would they have used?
- How does this compare with transport today? Which journey would be easier – the journey Mary and Joseph made or the journey you might make today to Bethlehem? Why?
- Create a list of difficulties Mary and Joseph might have faced on the journey and reasons why?
- Use drama techniques (e.g. freeze frames) to empathise with Mary and Joseph on this difficult journey.
- Children to write the story of the journey to Bethlehem from the perspective of Joseph or the donkey. Emphasise the difficulties and reasons why the journey was so important?
- Revise the story of Mary and Joseph arriving in Bethlehem. What new difficulties did they face? What were their feelings when nobody would give them a place to stay?
- In pairs, children to work on a dialogue between Mary and Joseph about their questions and feelings and where they were going to stay.
- Show the children a video of Bethlehem today and the Church of the Nativity and the place where Jesus was born. Do you think it is very different today from what it would have been like in Jesus’ time? Why do you think so many people would want to visit this Holy place?
- Recall and read the journey of the wise men to Bethlehem.
- The wise men came from the East. Look at a map of the Holy Land and find places in the East they may have journeyed from.
- What transport might they have used?
- Why do you think they wanted to get to see Jesus? Who did they think he was?
- Children to create an invitation to visit the new born King in Bethlehem. Include in the invitation the need to follow the star in the sky and an “RSVP” to respond to the invitation.
- Imagine that Jesus was being born in Bethlehem today. What would make you go? What would make you choose to stay at home instead? What would you take with you as your gift and why?
- The journey of the wise men to Bethlehem was difficult for them. They had to follow a star and face King Herod. Children to discuss these difficulties.
- Children to take part in an imaginative contemplation of the wise men arriving in Bethlehem. What did they see? What did they do? What gifts did they give and why?
- If you had been a wise man, what would you have said to Mary and Joseph when you got to Bethlehem?
- Children to record their thoughts and feelings as if they had been one of the wise men.
- Create a flow chart about the journey of the wise men and the difficulties faced.
- Make a class glossary of terms from the text of the story.
- Write a postcard as a wise man to your family, explaining what you have seen and heard and why it was so special to you?
- Make a collage of “Gifts for Jesus” with statements explaining why you have chosen your gift.
- It was the star that led the wise men to Jesus. In what ways can Christians be like the star leading people to Jesus today?
- Read and dramatise the dream of Joseph telling him to take Mary and baby Jesus to Egypt. Why did he have to go to Egypt?
- Introduce the children to the term “Holy Family”. What does this mean?
- What does the story tell us about Joseph’s special care of Jesus and Mary?

LEARNING OUTCOMES

G3 Know the stories and events that surround the major feasts of the Church year.

- Pupils will be able to retell the story of the Annunciation.
- Will be able to talk about some reasons why it was important for Mary to agree to be the mother of Jesus.

- Will be able to discuss – think about the journey of Mary and Joseph to Bethlehem and recognise some of the difficulties faced.
- Describe in words, writing and song the scene at the birth of Jesus.

- Know the story of the visit of the Magi and be able to think of reasons why these important visitors came to see Jesus.
- Understand some of the difficulties faced on their journey.
- Express why visiting Jesus was so important to them and the significance of their gifts.

- Know the story of Jesus Mary and Joseph and their journey into Egypt.
- Understand that Joseph showed great love and care for his family as well as some of the reasons they went to Egypt.
- Discuss and write about this event.

FURTHER DEVELOPMENT

Make a word bank of emotions for the story of the Annunciation. Children to choose the ones that they think best describe the reactions and emotions of Mary at the Annunciation. Children to justify their choice from the text of the story.

Many people today have no place to live. We call these people homeless. Children to find out about ways in which the Church supports homeless people. Find out what Mother Theresa did for the homeless people of Calcutta.

Introduce children to the term “refugee.” Explain that many people today are unable to live in their own homeland because of war or poverty.

RELATED SCRIPTURE

Lk. 1: 26-38 – The Annunciation

Mt. 1: 18-2: 24 – The Birth of Jesus and the Visit of the Wise Men

OTHER LINKS

Geography links: Finding out about the town of Bethlehem

Multicultural links: Find out about the Jewish celebration of Channukah that is celebrated around this time of year.

COLLECTIVE WORSHIP

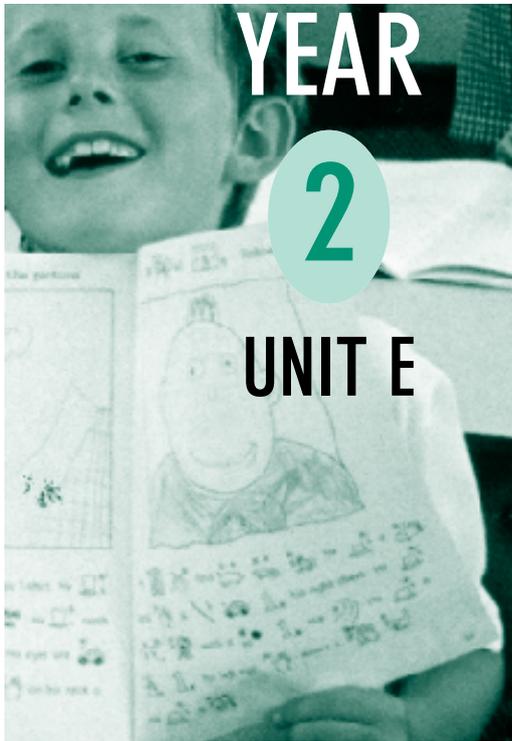
- Remember those who are refugees, asylum seekers and are homeless today.
- Pray for those preparing for the birth of a child.

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

2

UNIT E

PARABLES/MIRACLES

ABOUT THE UNIT

This unit is designed to develop the children's understanding of Jesus' parables and miracles. Through these they will develop a greater understanding of who Jesus is and what his ministry was.

WHERE THE UNIT FITS IN

This unit builds on previous learning in Year 1 about parables and miracles, and the Sacrament of the Sick.

PRIOR LEARNING

It would be helpful if children have:

- knowledge of what a parable is
- some knowledge of parables and miracles.

SKILLS

Group discussion, group research, prediction, thinking, interpreting symbols, role-play, brainstorming, recording information in charts, diagrams, interpreting.

VOCABULARY

Parable, miracle, Sacrament of the Sick, Oil of the Sick.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know a range of parables and miracles and understand Jesus' qualities as a healer and teacher. Know that the Church carries on Jesus' work of healing through the Sacrament of the Sick.	2a 2c	2a 2b 2c
Less able children will know some parables and miracles of Jesus. Understand that the Sacrament of the Sick is a special celebration for people who are ill.	1a 2a 2c	1a 1b
More able children will have a greater understanding of the messages contained in the parables of Jesus and what the miracles tell us about him. Reflect on the importance of praying for and anointing those who are sick today.	3a 3b 3c	3b 3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

L8 Explore Scripture passages which reveal God's love, e.g. psalm of thanks, trust, calls for help.

L9 Hear about and explore passages in Scripture which express joy and trust in God's love.

L10 Become familiar with words of Jesus which speaks of his Father's love.

- The Gospel tells us that Jesus did many extraordinary things. Children to recall as many as possible. What was extraordinary about them and why?
- In groups children to look at different miracles: Wedding Feast at Cana, Calming of the Storm, and Healing of the Centurion's Servant.
- Read the beginning of the three miracles. Ask the children to predict the endings. Research the endings.
- Make a table to record findings about the miracles. Include the problem, what Jesus was doing, what he was asked to do, his actions, the outcome and how people reacted.
- Discuss the changes that took place during the miracle. What do we learn about Jesus from these miracles? Children to create slogans to describe Jesus the miracle worker.
- People who asked Jesus to help them had faith in him.
- Today Christians express their faith in Jesus through prayers for the sick and anointing with oil of the sick.
- Why do you think we use oil to anoint a sick person?
- Children to write their name on white paper using olive oil and hold it up to the light. Emphasise the absorption and change that has taken place.
- Through anointing with oil and the Sacrament of the Sick, Jesus can heal and strengthen people.
- Role-play what takes place at the Anointing of the Sick. Include the priest laying his hands on the head of the sick person and anointing them with the oil of the sick on their forehead and the palms of their hands.
- How do you think a sick person might feel after they had been anointed?

- Children to brainstorm what makes a good teacher. Create a simple flow chart or diagram to record findings.
- Introduce the idea of Jesus being a teacher. What did he teach about? How did he teach?
- Jesus taught his disciples through special stories called parables which have a special message.
- Children to learn the meaning of the term parable.
- Use drama techniques to explore the parable of the talents. Identify the feelings of the man who gave the talents when he realised some were not being used. What do you think is the message in this parable?
- What talents do you think you have? How could you use them? In what way could you serve God by using your talents.
- Create a class talent wheel of all their different talents. Write praise and thanks prayers for the gifts they have been given.
- Read the parable of the Sower.
- Who do you think the Sower is? What is the seed? Why do you think the seed grew better in some places compared with others?
- What conditions do you need for something to grow well?
- Jesus teaches that we are like the seed when we listen and respond to his teaching. We either listen well or grow or we don't.
- Do you think this parable tells us something about the choices we can make?
- Create a dance routine for the parable.
- Explore the parable of the Prodigal Son.
- Identify and describe what the Father was like throughout the story, and what the Son was like at the beginning and end.
- Create a "feelings bag" of different words associated with the story which the children have to pull out and use to describe different characters as part of a class discussion.
- What were the choices that the father and the son made? Why did they make these choices? What was the choice the older son made? Why did he make this choice? Children to describe the emotions of the older son.
- Who do you think the father is? Who is the son?
- What is Jesus teaching us in this parable about God and about us?
- Write a book about the parable and the message it teaches.

- Jesus taught his disciples many things about his Father.
- Explore with the children some of the teachings of Jesus about the way God cares for his people, include the teaching of the birds of the air and the lilies of the field.

LEARNING OUTCOMES

L8 That God is faithful and loves everyone without distinction.
L9 That God's love is a source of joy and trust.

- Know some of the words and actions of Jesus in his miracles. These will include the Wedding Feast at Cana, the calming of the storm and the healing of the centurion's servant.
- Understand that through his miracles Jesus was able to change some people's lives.
- Identify and describe some of the changes and imagine some of the reactions of the people involved.
- Know that the Church shows care for the sick through anointing with the Oil of the Sick.
- Take part in a role-play of the Sacrament of the Sick.

- Know that Jesus taught his disciples through parables. These will include the parable of the talents, the Sower and the prodigal son.
- Understand that each of the parables has a special message about the way Jesus wanted people to live life.
- Reflect on how these parables help Christians live their lives today through drawing, discussion and writing.

L10 That Jesus told people about the Love of God his Father and showed them what it was like.

- Know the parable of the prodigal son.
- Understand that the son was free to choose what to do with his life and that the father was willing to forgive him.
- Discuss and write about this parable and think how it invites us to live.
- Know some of the things Jesus said about God his Father.
- Begin to understand that God is the Father of all people who cares for our needs.

FURTHER DEVELOPMENT

Children to pretend to phone a friend telling them about one of these miracles and what they saw happen.

Write prayers for people who are sick in the parish and send them to them.

Grow some cress in the classroom. What does it need to grow well?

Create some artwork about this parable.

RELATED SCRIPTURE

Jn. 2: 1-2 – The Wedding Feast at Cana

Mk. 4: 35-41 – The Calming of the Storm

Lk. 7: 1-10 – The Healing of the Centurion's Servant

Mt. 25: 14-30 – The Parable of the Talents

Mk. 4: 1-9 – The Parable of the Sower

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

Lk. 12: 22-30 – The Birds of the Air and the Lilies of the Field

OTHER LINKS

Dance link: Use opportunities to explore one of the parables through dance.

Science link: Emphasise absorption and change of the olive oil when exploring the Sacrament of the Sick

Further science links concern the Parable of the Sower and how things grow.

COLLECTIVE WORSHIP

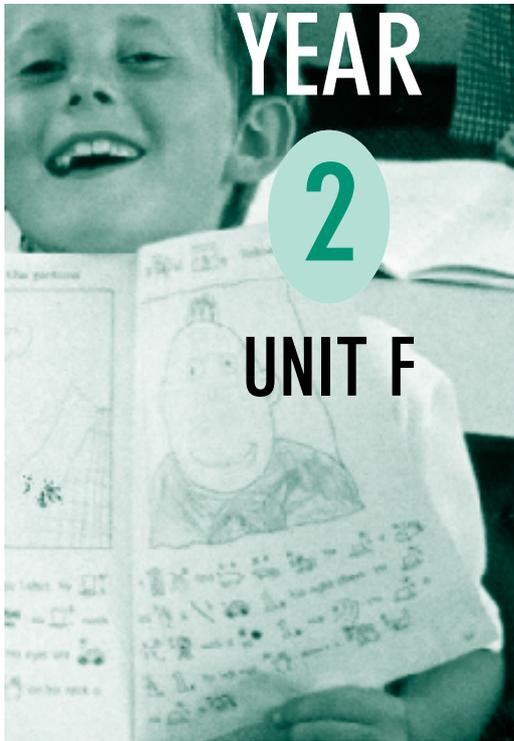
- Use dance routine as part of worship.
- Emphasise the importance of listening to the words of Jesus.
- Use the Parables in class prayer time.
- Use drama in Collective Worship to explore the Parable of the Prodigal Son.

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

2

UNIT F

SPECIAL CELEBRATIONS

ABOUT THE UNIT

This unit is designed to develop children's understanding of the Liturgical year as a celebration of the life of Christ. The children will also learn about Baptism and Marriage as special sacramental celebrations.

WHERE THE UNIT FITS IN

This unit builds on previous learning on Seasons of the Church year and the Sacrament of Baptism.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge about Advent, Lent, Easter
- some knowledge about the symbols of Baptism.

SKILLS

Groups discussion, ICT, interpreting symbols, interpreting customs, role-play, writing prayers.

VOCABULARY

Liturgical year, Advent, Christmas, Ordinary time, Lent, Easter, Pentecost, Custom, Symbol, Baptism, Sacrament, Oil of Baptism, Marriage, Commitment, Promise, Vow.

ASSESSMENT

At the end of this unit:

Most children will know the Seasons of the Liturgical year and be able to describe some of the customs and symbols associated with them. Know that the Sacraments are special celebrations and identify some of the rituals that take place in Baptism and Marriage.

A.T.1 A.T.2

2a 2b
2b 2c
2c

Less able children will know the names of the Seasons of the Liturgical year. Recognise that Baptism and Marriage are important celebrations that take place in church.

1a 1a
1b 1c

More able children will know in greater detail the Seasons of the Liturgical year and their sequence, and why the customs are celebrated within a given season. Understand how we celebrate and share in the life of Christ through the different seasons and celebrations of the Liturgical year.

3a 3c
3b
3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

- Children to recall different celebrations and what happens (e.g. Harvest, Halloween, Shrove Tuesday, Sports Day, Weekends and Holidays).
- Why are these special times? In what ways are they different from other days?
- During the year we celebrate the life of Jesus at different times.
- Recall the different seasons of the Church year in order (Advent, Christmas, Ordinary Time, Lent, Easter, Pentecost and Ordinary Time).
- Research the meaning of each season and the symbols, colours and customs associated with them.
- Use ICT paintbrush programme to recreate different symbols for the seasons.
- Research customs from different parts of the world to show how Christians celebrate different seasons.
- Include for Christmas: the Mexican tradition of Los Posades, Irish custom of a lighted candle in the window, African custom of drums.
- Include for Lent: the use of ashes, Stations of the Cross.
- Include for Easter: an Easter garden, Paschal Candle, Garden Tomb, Easter Water.

C4 Hear about, explore and become familiar with the main rites and symbols of Baptism.

- Revisit work in Year 1 about Baptism being a special celebration.
- Introduce children to the word "Sacrament" and explain that Sacraments are important celebrations when we meet Jesus and celebrate God's love for us.
- Explain that Baptism is the first Sacrament Christians celebrate.
- Ask the children to think about being welcomed. How do you show others that they are welcome?
- Read some of the teaching of Jesus about welcoming other people.
- In Baptism we are welcomed into God's family.
- Look at photographs of the signing of the cross on the forehead, anointing with the oil of Baptism, Baptism in water, lighting of Baptismal candle.
- In what way do these signs and symbols show the person being baptised has been welcomed into God's family?
- Show the children the Oil of Baptism. Explain that the person being Baptised is anointed with this oil as a sign of God's care and protection of them.
- Show the children a video presentation of a Baptism.
- Create books about Baptism as a Sacrament of welcome.
- Revisit previous learning at Christmas about Mary and Joseph going to Bethlehem.
- Think about how Joseph cared for Mary on the journey.
- How did he look after his family after Jesus was born? Where did they live?
- Can they recall any other stories about Joseph, Mary and Jesus?

L11 Hear about and explore Jesus' call to love your neighbour as yourself.

- Explain to the children that Marriage is another Sacrament.
- Look at pictures of a wedding taking place in Church. What can you see happening?
- Children to hear and talk about some of the words of the vows. What do you think they mean?
- What does it mean to make a promise? What are some of the promises you have made? What has made them difficult or easy to keep?
- Children to role-play parts of the Marriage ceremony.
- Look at a wedding ring. Can you find its beginning or end?
- When you give somebody a precious gift like a ring, what are you saying?
- Explain that the wedding ring is the symbol of a couples love and commitment to each other. It has no end.
- Children to conclude the unit by writing prayers for married people.

LEARNING OUTCOMES

C3 Know stories and events that surround major feasts of the Church year.

- Know that during the year God's family gathers together to celebrate different seasons and feasts.
- Begin to understand that in different parts of the world Christians have different customs to celebrate the feasts, seasons and special events.

C4 That Baptism is a beginning and welcome into the Church.

- Know that Baptism is a beginning and welcoming into the family of God.
- Know some of the actions that take place at the celebration of Baptism.
- Understand the importance of the anointing with the oil of Baptism of care and protection.
- Name and identify the different symbols used at Baptism.

L11 That Jesus asks his followers to love.

- Know some of the actions that take place at a celebration of marriage.
- Know that a wedding ring is a symbol of marriage.
- Know that Mary and Joseph were husband and wife.
- Understand that Joseph showed great love and care for Mary.
- Think of ways Joseph cared for Mary and Jesus.

FURTHER DEVELOPMENT

Use the internet to find other world customs.

Find photographs of a Baptism for class display.

Collect different Baptismal symbols for the class.

Find photographs of a marriage ceremony.

Ask a newly married couple to talk to the children about their celebrations about the Sacrament of Marriage.

RELATED SCRIPTURE

OTHER LINKS

Multicultural links: Explore celebrations from other Christian cultures as part of this unit. Help the children to understand that God's Family exists throughout the world.

ICT Link: Paint brush programmes looking at religious symbols. Use a digital camera to take photographs of symbols and other activities associated with this unit.

DT Link: Textile work on the Stations of the Cross.

Music Links: Hymns and religious songs from other cultures.

COLLECTIVE WORSHIP

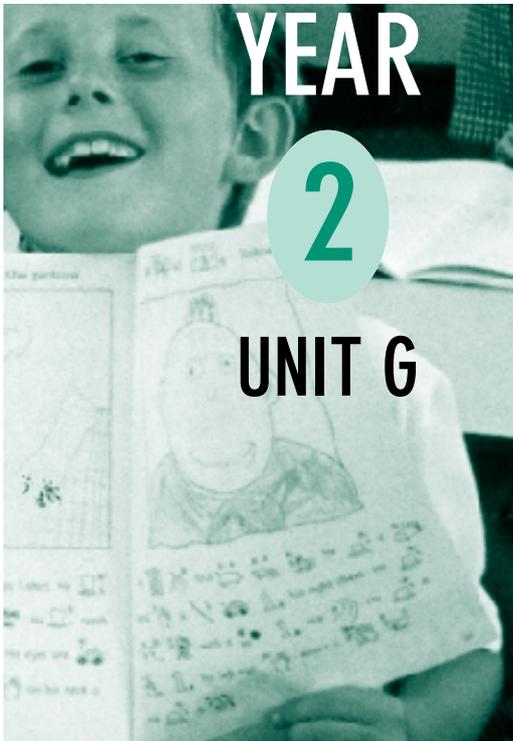
- Exploring songs from different seasons of the Church year and songs from different cultures.
- Pray for people who believe in Christ in other parts of the world.
- Remind the children that God is the Father of all people when they say the Our Father.
- Pray for people who are going to be baptised soon and pray for married 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

2

UNIT G

LENT

ABOUT THE UNIT

This unit is designed to develop children’s knowledge and understanding of the Season of Lent and the importance of the theme of forgiveness during this time.

WHERE THE UNIT FITS IN

This unit builds on previous learning about forgiveness in Year 1.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the Season of Lent
- heard the parable of the Lost Sheep.

SKILLS

Group discussion, observation, text level work, empathetic writing, thinking, letter writing, interpreting symbols, role-play.

VOCABULARY

Lent, forgiveness, Ash Wednesday, parable, shepherd, sin, reconciliation, confessional, Our Father.

ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
Most children will know the importance of Jesus’ teaching about forgiveness. Be able to express the difficulties associated with being a forgiving person. Some understanding of how we experience forgiveness through the Sacrament of Reconciliation.	2a 2b 2c	2a 2b 2d
Less able children will know the importance of forgiveness in Jesus’ teaching. Be able to recall some of the things Jesus taught about forgiveness.	1a 1b	1a 1b 1d
More able children will have a greater understanding of the need to receive God’s forgiveness and the qualities of a forgiving person. Be able to appreciate how the Sacrament of Reconciliation can help people experience God’s forgiveness.	3a 3b 3c	3a 3b 3d

PROGRAMME OF STUDY

TEACHING STRATEGIES

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

C5 Become familiar with signs and symbols used by the Church.

C7 To hear, use and join in prayers from Scripture and Tradition.

C10 To hear about and explore ways in which people pray in church.

- Introduce children to the Season of Lent with a special Shrove Tuesday celebration. Explain that this celebration originates from medieval times as a way of preparing for Lent, and as a time of serious reflection and prayer.
 - Lent is a period of 40 days beginning with Ash Wednesday. What is the Liturgical colour of the Season? Which other Season has the same colour? Why do you think that they might have the same colour?
 - Burn some palms from last Palm Sunday and explain that these are used on Ash Wednesday.
 - Explain that hundreds of years ago when Christians wanted to receive God's forgiveness, for something they had done wrong, they covered themselves with ashes.
 - Today Christians receive ashes on Ash Wednesday to think about needing forgiveness and wanting to change to become more like Jesus.
 - Talk to the children about different times in their own lives when they might have needed forgiveness. Create mind maps.
 - Jesus taught his disciples that God was a forgiving Father.
 - Share with children the parable of the lost sheep.
 - Go through the text and highlight what the shepherd does and what the sheep do.
 - What did the shepherd risk in going to find the one lost sheep?
 - Can you find this part in the text?
 - Do you think it was easy for the shepherd to find the lost sheep. What would he have used to help him?
 - Imagine you were the shepherd. What would you have said when you found your lost sheep?
 - Write your story as the shepherd or the lost sheep.
 - Explain to the children that the wrong actions we deliberately do are called sins.
 - How do you feel when you know you have done something wrong?
 - How do you feel when you should have done something and you didn't?
 - When we sin we are a little like the lost sheep, and God is like the shepherd always wanting to find us and forgive us.
 - Make a shepherd's staff and children to write prayers asking for forgiveness that can be attached to it.
-
- Jesus taught his disciples that forgiveness is very important. Share the story with the children about Peter asking Jesus how many times he should forgive his brother.
 - What do you think Jesus meant by telling Peter this very big number?
 - Create words and phrases for display that reflect the need to be a forgiving people.
 - Is it always easy to forgive? When do you find it hard to forgive others? What do you have to do to show you are ready to forgive?
 - What is it like to be forgiven for something you have done that is wrong?
 - Imagine you are Jesus. Write a letter to Peter explaining why it is so important to forgive.
 - Share with the children the parable of the unforgiving servant.
 - Role-play the parable.
 - Describe what the Master and the unforgiving servant are like using words from the text.
 - What is Jesus teaching about forgiveness?
 - Create a "Wanted" poster for the unforgiving servant.
 - Look at the words of the "Our Father." What do they tell us about forgiveness?
 - Create a dictionary of forgiveness words.
 - Children to look at pictures of the Sacrament of Reconciliation.
 - Revise the definition for a Sacrament.
 - Explain that this is a special moment when we celebrate God's forgiveness.
 - Visit church to see the Confessional.
 - Work with the children to prepare a special Reconciliation liturgy for sometime during the season of Lent.

LEARNING OUTCOMES

C3 Know the stories and events that surround the major Feasts of the Church year.

C5 Of the significance and variety of signs and symbols in their own lives and in the life of the Church.

- Know that Lent is a period of 40 days when Christians prepare to celebrate Easter.
- Know that it is a season when Christians think about forgiveness.
- Understand some of the reasons we might need to receive God's forgiveness.

- Write a forgiveness prayer.
- Know some of the teachings of Jesus about forgiveness (e.g. The lost sheep).
- Understand that the parable teaches us about God forgiving his people.
- Be able to write and retell this parable, and explain its meaning.

- Know that it is difficult sometimes to forgive.
- Know that Jesus taught his disciples to forgive other people who hurt them (e.g. The parable of the unforgiving servant).
- Take part in a Reconciliation liturgy.

C7 Of some traditional prayers of the Church; of how to pray together.

C10 Know that people pray in a variety of ways in church.

FURTHER DEVELOPMENT

Make a display of Shrove Tuesday celebrations.

Create a lent display using ashes and liturgical colours for lent.

Children to take on the role of a storyteller. Ask them to think of the things they would need to be a good storyteller. Use props and language of a storyteller to describe the setting of the story and the thoughts and feelings of the shepherd and the lost sheep.

RELATED SCRIPTURE

Lk. 15: 1-7 – The Parable of the Lost Sheep.

Mt. 18: 23-35 – The Parable of the Unforgiving Servant

OTHER LINKS

Food Technology: Links with a celebration of Shrove Tuesday.

COLLECTIVE WORSHIP

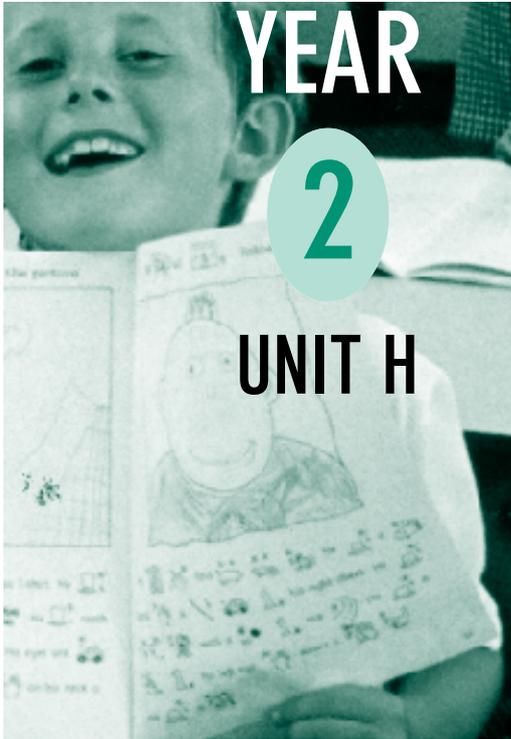
- Use lots of the Lenten symbols and make sure they are displayed on the prayer focus.
- Prayers asking for God's forgiveness are important for this unit of work.
- The Our Father as a prayer asking for forgiveness.

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

2

UNIT H

HOLY WEEK

ABOUT THE UNIT

This unit is designed to develop the children’s knowledge and understanding of the events of Holy Week.

WHERE THE UNIT FITS IN

This unit builds on previous learning about Palm Sunday and the Last Supper.

PRIOR LEARNING

It would be helpful if children have:

- prior knowledge of Holy Week stories.

SKILLS

Group discussion, thinking, interpreting symbols, sequencing, research, empathetic writing, role-play.

VOCABULARY

Holy Week, Palm Sunday, Bethany, Jerusalem, Last Supper, Eucharist, Passover, Jesus, Peter, Commandment, Crucifixion.

ASSESSMENT

At the end of this unit:

Most children will know the sequence of events of Holy Week. Think of reasons why Christians praise and thank Jesus today. Understand something of the words and actions of Jesus at the Last Supper and reflect on his suffering and death.

Less able children will know the events of Holy Week and be able to highlight some important moments.

More able children will have a greater understanding of what the events of Holy Week (Palm Sunday, the Last Supper and the Crucifixion) tell us about the person of Jesus.

A.T.1 A.T.2

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

1a 1b
2a 1c

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

PROGRAMME OF STUDY

TEACHING STRATEGIES

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

C1 Hear the story of the Last Supper.

L1 Read and explore ways in which Jesus showed love and respect for others.

L8 Explore scripture passages which reveal God's love (e.g. The Last Supper).

L11 Hear about and explore Jesus' call to love your neighbour as yourself.

- Discuss with children different times in the year when we celebrate different events.
- Explain that "Holy Week" is the name given to our celebration of the time when we remember the Death and Resurrection of Christ.
- Children to recall what they can remember of the story of Palm Sunday.
- Show a video of the life of Jesus depicting the events of Palm Sunday.
- Share the text of the story with the children.
- Work on sequencing the event from Bethany to Jerusalem. Record in the form of a flow chart.
- What does this event tell us about Jesus? If you had been at the first Palm Sunday, what would you have been doing? What would you have said and sung?
- Today Christians continue to praise and thank Jesus as the crowds did on the road to Jerusalem. What do you think we should praise and thank Jesus for?
- Learn some special thanksgiving and praise hymns and songs.
- Research what takes place in Church on Palm Sunday. Why do you think people take part in a procession and wave palms?
- Invite your priest or members of your parish to talk about the special Palm Sunday celebrations that are taking place.
- Children to role-play the story of the Last Supper, from preparing the room, through to the washing of the feet and the institution of the Eucharist.
- Make some references to the meal probably being a celebration of the Jewish Passover.
- Set up the table for the Last Supper to include some of the ritual foods used at the celebration of the Passover.
- Explore the thoughts and feelings of the disciples preparing the room for the celebration. What food would they need to get ready?
- Read with the children the text of the washing of the feet. Make a list of the actions of Jesus. Why do you think he did this?
- Why was Peter so upset with Jesus?
- Imagine you had been Peter. What would you have said to Jesus at this point?
- What was Jesus teaching his disciples?
- Introduce children to the word "Commandment." What does it mean?
- Make slogans and banners which highlight the new commandment of Jesus.
- Introduce children to the word "servant." Explain that this is a special image of Jesus at the Last Supper.
- Jesus taught his disciples to serve other people and follow his example. What does this mean? Create mind maps about being servants of Jesus.
- Research about people today who follow the example of Jesus by loving and serving others. You might include here members of the parish, the children's families, CAFOD, Father Hudson's Society, Mission Together etc.
- Make class promises to follow the example of Jesus by being servants of others.
- Make lists of the words and actions of Jesus while at table during the Last Supper.
- Make a list of the words and actions of the priest at Mass.
- What similarities can you find between the actions of the priest and the actions of Jesus?
- Highlight the most important words of Jesus.
- Children to create their own story of the Last Supper. Set the scene to include details of where it took place, what the upper room was like, how the disciples reacted to Jesus and what Jesus said and did.
- Look at artistic representations of the Last Supper. Children to create their own.
- Read the story of the arrest of Jesus and his Crucifixion.
- Look at images of the stations of the cross. Select certain stations which show the difficulty and struggle of Jesus (e.g. Jesus being condemned to death, Jesus falling to the ground and Jesus being nailed to the cross).
- Children to write a reflection on one of the stations of the cross. These could be used as part of a class liturgy during Holy Week.
- Children to imagine being Mary the Mother of Jesus or one of the soldiers. Create a "word sack" to describe their different thoughts and feelings. How do the thoughts and feelings of the soldiers differ from those of Mary?
- Look at different images of Jesus on the cross. What do they tell you about Jesus and his death?

LEARNING OUTCOMES

C3 Know the stories and events that surround the major feasts of the Church year.

- Know that Holy Week is the time we remember the death and resurrection of Jesus.
- Know the story of Palm Sunday.
- Understand that Christians today continue to praise and thank Jesus Christ.
- Find out what happens in Church on Palm Sunday.

C1 That in the celebration of the Eucharist the Church is doing what Jesus did at the Last Supper.

L1 That Jesus gives an example of love and respect for others.

L8 That God is faithful and loves everyone without distinction.

L11 That Jesus asked his followers to love every neighbour.

- Know the story of the Last Supper and Washing of Feet
- Know that Jesus was preparing his disciples for his death.
- Understand that Jesus was showing his love and care for his disciples.

- Understand that we are called to serve other people and are following Jesus by what we do for them.
- Role-play this story and imagine the thoughts and feelings of the disciples.
- Think of ways they can serve others as followers of Jesus.
- Recognise the words of Jesus at the Last Supper in the celebration of Mass.

- Know the story of Good Friday and focus on how Mary and one of the soldiers reacted to the death of Jesus.

FURTHER DEVELOPMENT

Make a big display of palms and children's prayers praising Jesus our King.

Children to find hymns and songs which praise and thank Jesus.

Make links with the "Hosanna" song sung at the procession, and the "Holy Holy" at Mass.

Create a class display of different aspects of the Last Supper story, include Passover food and the washing of the feet.

Show children a video presentation of the life of Jesus and the washing of the feet.

Learn some hymns and songs about the new commandment of Jesus.

Use CAFOD and Father Hudson's Society material to support this aspect of work.

Use ICT clipart to support the writing of the story.

RELATED SCRIPTURE

Mt. 21: 1-11 – The Story of Palm Sunday

Mk. 11: 1-11

Mt. 26: 20-30 – The Last Supper

Jn. 13: 1-20 – The Washing of the Feet at the Last Supper

Mt. 27: 32-44 – The Crucifixion of Jesus

OTHER LINKS

Multicultural Link: The Jewish Passover.

COLLECTIVE WORSHIP

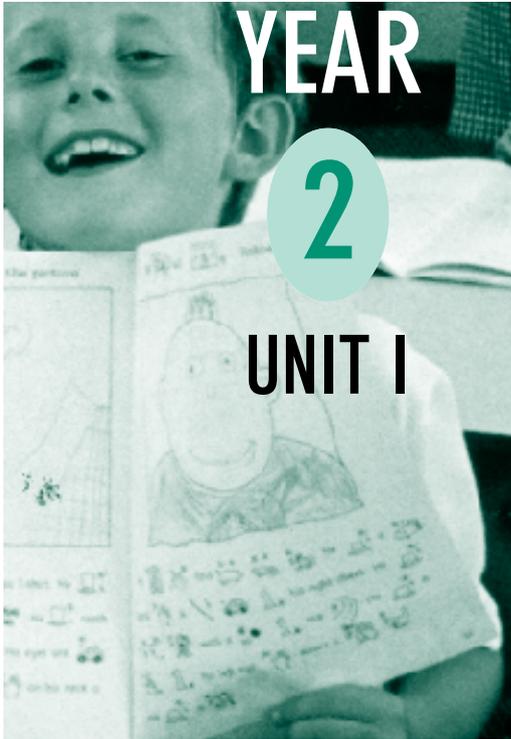
- Use songs with the word “Hosanna” and other hymns of praise to celebrate Palm Sunday.
- Use some of the words from the “Holy Holy” at Mass as a prayer during this week.
- Prayers that we might live out Jesus’ commandment.

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

2

UNIT 1

EASTER

ABOUT THE UNIT

This unit is designed to develop the children's knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses to celebrate the Season.

WHERE THE UNIT FITS IN

This unit builds on previous learning about the story of finding the empty tomb and the symbol of the Easter Candle.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge of some stories about the Resurrection
- some knowledge of the symbols used during the Easter Season.

SKILLS

Group discussion, letter writing, art, thinking skills, brainstorm, interpreting symbols, imaginative contemplation, empathetic writing.

VOCABULARY

Easter, Resurrection, Jesus, Mary Magdalene, Peter, Paschal Candle, Alpha, Omega, Easter Vigil, Holy Water, Emmaus, Thomas, Doubt.

ASSESSMENT

At the end of this unit:

Most children will know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions. Be able to identify the symbols used during the Easter Season and explain their significance.

A.T.1 A.T.2

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

Less able children will know some stories that tell us about the Resurrection and that Jesus appeared to the disciples. Be able to identify some of the symbols used during the Easter Season.

1a 1a
1b 1b
1c

More able children will understand why the disciples reacted as they did to the empty tomb and the Risen Jesus and be able to describe what the stories tell us about the Risen Jesus.

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

PROGRAMME OF STUDY

TEACHING STRATEGIES

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

C5 Become familiar with signs and symbols used by the Church.

- Explain to the children that one of the most important stories in the Gospel is the Resurrection of Jesus.
 - Read *Luke 24: 1-12 and John 20: 1-18*.
 - Discuss the two accounts and make a list of their similarities.
 - Teacher to model being Mary Magdalene or Peter and explain what they saw and what happened at the tomb.
 - Children to prepare and ask questions which could be recorded in writing.
 - Children to write reactions to the story of the Resurrection as if they were Mary Magdalene or Peter.
 - Create posters proclaiming the Resurrection of Jesus.
 - Write a letter to a friend from one of the disciples explaining what took place at the tomb and the disciples thoughts and feelings.
 - What was it about the Risen Jesus that stopped Mary recognising Jesus at first? In what way do you think Jesus was different?
-
- Discuss with the children how the Church celebrates the Season of Easter.
 - Explain that it is a celebration of 50 days with white or gold as the liturgical colour.
 - Identify with the children some of the symbols the Church uses to celebrate the Easter Season.
 - Cross with white cloth draped over it. What is the meaning of the white cloth? Look at the story of the Resurrection again. What does it say about the cloth?
 - Make a life size Easter cross for the classroom and use it in class liturgy.
 - Introduce children to the Paschal Candle and explain its meaning. Look at the 5 nails, why do you think 5 nails have been put in the candle? What do the nails contain? What do the nails tell us about Jesus? Can you think of another story when frankincense was brought to Jesus?
 - Look at the letters alpha and omega. What language do they come from? What do they mean? What do they tell us about Jesus?
 - In groups children work on making their own Easter candle. Use a variety of materials.
-
- Show the children a video presentation of the lighting of the Paschal Candle at the Easter Vigil.
 - Water is an important symbol for Easter. Brainstorm different uses of water. What would happen without the gift of water? Where do we find Holy Water in the church building?
 - Talk to the children about water being essential to life and that the use of water in church is a reminder that Christians share in Christ's life.
 - Explain that Easter is a special time in the Church when water is blessed.
 - Create with the children an Easter liturgy using the symbols of the Easter cross, the Paschal Candle and Easter Water.
-
- Children to recall a time when they missed out on doing something with a friend. What was it like when you found out what your friend was doing? Did you believe what they said they had done? How did you feel?
 - Read the story of Emmaus and Thomas refusing to believe.
 - In groups children to present an argument as the disciples who had seen the Risen Jesus, or as Thomas who would not believe.
 - What are your reasons for believing or not believing? Write statements in support of your point of view. Refer to any evidence that you might have.
 - Discuss the meaning of the word "doubt". Explore real life examples of people doubting sometimes.
 - Use an imaginative contemplation of Thomas meeting the Risen Jesus. Ask the children to imagine the reaction on his face and what Jesus looked like.
 - Create a storyboard of the meeting between Thomas and Jesus.
 - Create a role-play of this meeting. Emphasise the feelings of expectancy amongst the disciples and the doubts of Thomas.
 - Read the story of Emmaus. Find Emmaus on the map. How far is it from Jerusalem?
 - Why were the disciples leaving Jerusalem? How did they feel when the stranger first spoke to them? How did they feel by the end of the story? What had made the difference?
 - Imagine you were one of the two disciples who saw the Risen Jesus at Emmaus. What would you say to the other disciples when you got back to Jerusalem? Explore this through pictures and captions.

LEARNING OUTCOMES

C3 Know the stories and events that surround the major Feasts of the Church year.

C5 Of the significance and variety of signs and symbols in their own lives and in the life of the Church.

- Know that the disciples were totally surprised by the Resurrection of Jesus.
- Understand reasons why the disciples were so surprised to find Jesus alive again.

- That water, light and the colour white are special signs of Easter.

- Know two stories of the appearance of Jesus to his disciples, Emmaus and doubting Thomas.

- Think of reasons why Thomas found it hard to believe that Jesus was alive.

FURTHER DEVELOPMENT

Make a life size Easter tomb for the classroom, decorate with Easter symbols, flowers and prayers.

Find other images of the Risen Jesus on the cross.

RELATED SCRIPTURE

Lk. 24: 1-12

Jn. 20: 1-18 – The Stories of the Resurrection

Lk. 24: 13-35 – The Story of the Disciples on the Road to Emmaus

Jn. 20: 24-29 – The Story of Thomas and Jesus

OTHER LINKS

DT Links: Create an Easter Candle.

Science Links: Lots of references to water.

Geography links: Map work.

COLLECTIVE WORSHIP

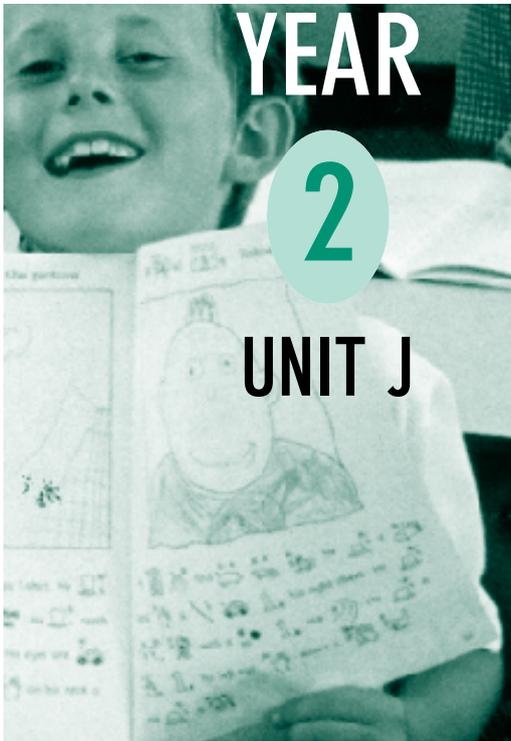
- Use the Easter Candle and Easter Water during Collective Worship as symbols of the Resurrection.
- Learn some new Easter Songs rejoicing in the Resurrection of Christ.
- Have an image of the Risen Jesus as part of the prayer focus.

EVALUATION

What went well?

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

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



YEAR

2

UNIT J

PENTECOST

ABOUT THE UNIT

This unit is designed to develop the children’s knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit.

WHERE THE UNIT FITS IN

This unit builds on previous learning in Year 1 about the story of Pentecost.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the story of Pentecost
- experience of prayer to the Holy Spirit.

SKILLS

Group discussion, thinking, brainstorming, empathetic writing, interpreting symbols.

VOCABULARY

Pentecost, Apostles, Holy Spirit, Holy Trinity, Confirmation, Sacrament, Oil of Baptism, Oil of Chrism.

ASSESSMENT

At the end of this unit:

Most children will know the story of Pentecost and understand that the Holy Spirit was the promised gift of Jesus. Recognise the role of the Holy Spirit in the lives of Christians today. Recognise that Confirmation is a celebration of the gift of the Holy Spirit.

Less able children will know the story of Pentecost and reflect upon how the Holy Spirit can help Christians today.

More able children will have a greater understanding of how and why the disciples changed through the gift of the Holy Spirit. Have a greater understanding of the role of the Holy Spirit in people’s lives today. Identify the Oil of Chrism as a sign of the presence and activity of the Holy Spirit.

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

PROGRAMME OF STUDY

TEACHING STRATEGIES

R2 Hear, read and become familiar with the story of the coming of the Holy Spirit at Pentecost.

C3 Become familiar with some ways the Church celebrates major seasons of the liturgical year.

L7 Hear about the Holy Spirit as the helper Jesus promised the Church.

C4 Hear about and explore and become familiar with the main rites of Confirmation.

C5 Become familiar with signs and symbols used by the Church.

- Talk to the children about the word “Promise” and what it might mean?
 - Recap work on the story of Noah and the promise God made to him.
 - What promises have the children made? Are they always easy to keep?
 - Jesus promised to send the Holy Spirit to his disciples before he went back to his Father. Explain to the children that on the day of Pentecost Jesus fulfilled his promise.
 - Read with the children the story of Pentecost from the Acts of the Apostles.
 - What were the disciples like before the Holy Spirit came? Brainstorm lots of different words for this.
 - What were the disciples like when the wind and tongues of fire came into the upper room? Brainstorm lots of different words for this.
 - What were the disciples like after the Holy Spirit came? How had they changed? Brainstorm lots of different words for this.
 - Children to write a short account of the Coming of the Holy Spirit as one of the disciples.
 - Create word banks to support children’s writing.
 - Talk to the children about red being the liturgical colour for Pentecost. Why do you think this colour is chosen?
 - Think about some of the special qualities of the colour red (e.g. it stands out, it is a bright colour, you can’t miss it, etc.)
 - Talk to the children about the Holy Spirit being the power and strength of God at work in the lives of the first Christians on Pentecost day.
 - Revise previous learning in Reception on the sign of the cross.
 - Remind the children that God is Father, Son and Holy Spirit.
 - Introduce children to the term “Holy Trinity” as a way Christians speak about God.
 - Remind the children that the Holy Spirit helped Peter and the other disciples to be brave and tell the world that Jesus had risen from the dead.
 - Today the Holy Spirit is the helper of Christians when they do important work. Brainstorm with the children some important thing that Christians have to do in the world to show that they are followers of Jesus. Start with children’s own experience, move on to consider other people such as a teacher, headteacher, priest, sister, parishioner, family, etc.
 - How do you think the Holy Spirit helps and guides all these different people?
 - Children to write prayers to the Holy Spirit thinking of different people who need help and guidance.
 - Talk with the children about birthday celebrations. What do we remember on a birthday? How do we celebrate?
 - On Pentecost day we celebrate the beginning of God’s family the Church.
 - Find out how this feast is celebrated in your church?
-
- Explain to the children that when the Church celebrates the Sacraments we celebrate the presence of the Holy Spirit.
 - Invite older children who are preparing for Confirmation to talk to the class about this Sacrament of the Holy Spirit.
 - Revise work on Baptism, recall the anointing with the Oil of Baptism as protecting the person being welcomed into God’s family. Explain that the anointing with the Oil of Chrism in Confirmation shows the giving of the Holy Spirit to the person being Confirmed.
 - Children to hear and learn the words of anointing at Confirmation, “Be sealed with the gift of the Holy Spirit.”
 - What does the word sealed mean?
 - What does it tell us about the presence of the Holy Spirit in the lives of Christians today?

LEARNING OUTCOMES

R2 That Jesus' promise to send the Holy Spirit is fulfilled at Pentecost and this marks the beginning of the Church.

C3 Know the stories and events that surround the major Feasts of the Church year.

L7 That the Holy Spirit guides the Church to follow Jesus.

- Know the story of Pentecost from the Acts of the Apostles.
- Understand that Jesus' promise to send the Holy Spirit was fulfilled.
- Empathise with the thoughts of the disciples through discussion and writing.

- Know that Pentecost Sunday is known as the birthday of the Church.
- Understand some reasons why the feast is known as this.
- Find out how the feast is celebrated in Church.
- Know that the liturgical colour for Pentecost is red.
- Understand that the Holy Spirit helps and guides Christians today.
- Think of ways that the Holy Spirit is the helper to the followers of Jesus.

C4 That Confirmation celebrates the gift of the Holy Spirit.

C5 Of the significance and variety of signs and symbols in their own lives and in the life of the Church.

- Know that Confirmation is the gift of the Holy Spirit.
- Understand that this is the gift of God.

FURTHER DEVELOPMENT

For the feast of the Holy Trinity reinforce that God is revealed in three persons, but is one God.

Look at pictures of the Sacrament of Confirmation, especially the anointing with the Oil of Chrism.

RELATED SCRIPTURE

Genesis 9 – The Promise God made to Noah

Acts 2: 1-13 – The Story of the Coming of the Holy Spirit

OTHER LINKS

Some school-parish links.

Art Links: to explore the colours and symbols of Pentecost. You could do colour mixing to explore red as the colour of Pentecost.

Dance Links: To explore the Story of Pentecost.

COLLECTIVE WORSHIP

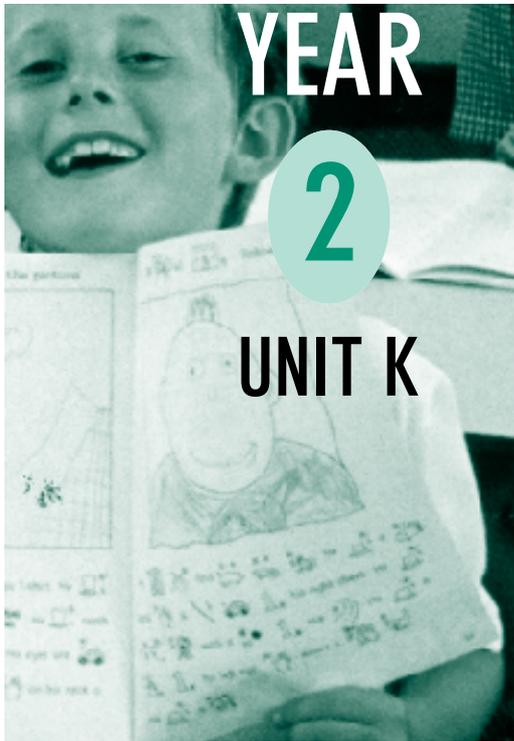
- Prayers and hymns to the Holy Spirit.
- Pray for people who are to be confirmed.

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

2

UNIT K

OUR CHURCH

ABOUT THE UNIT

This unit is designed to develop children's understanding of what it means to belong to God's Family. In the unit we focus on the role of the parish and people with special responsibilities. Children will also hear about the origins of the Church through the lives of the Apostles.

WHERE THE UNIT FITS IN

This unit builds on previous learning in Year 1 about the story of St. Peter and St. Paul and about special roles and responsibilities in the Church.

PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the story of St. Peter and St. Paul after the Resurrection
- some knowledge of symbols and artefacts in the church building
- some knowledge of roles and responsibilities of people in the Church.

SKILLS

Group discussion, brainstorming, interviewing, researching, recording information, interpreting symbols, ICT, text level work.

VOCABULARY

Community, parish, Church, God's Family, priest, reader, altar server, deacon, musician, Peter, Paul, Damascus Road, symbol, role, responsibility.

ASSESSMENT

At the end of this unit:

Most children will know that the Church is the Family of God and that the church building symbolises the beliefs of the people. Be able to recognise the different roles and responsibilities of people in the parish community.

A.T.1 A.T.2

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

Less able children will know that God's Family meet together in church, that there are special symbols in the church and that people do different jobs in and for the community.

1a 1a
1b 1c
 1d

More able children will have greater understanding of the roles and responsibilities of members of the Church. Be able to interpret some of the symbols and artefacts of the Church. Understand that the origins of the Church are found in the teaching of the Apostles.

3a 3c
3b 3d
3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

Ch3 Ways of belonging to and being a Community.

C10 To hear about and explore ways in which people pray in church.

Ch1 God's call to key figures in the history of the people of God, past and present (e.g. Peter and Paul).

- Talk to the children about the word "Community".
- Explore different types of community to which they belong (e.g. family, school, town, village, etc.)
- What makes each of these a community?
- What roles and responsibilities do people take on? What would happen if they didn't fulfil their roles and responsibilities?
- Introduce children to the term "parish" being a special community of God's Family.
- Introduce children to some of the different people who have special roles and responsibilities in the parish (e.g. priest, reader, altar server, musician, deacon, etc.)
- Invite some of these people to visit school and talk about their special role and responsibilities.
- Create fact files about people with special roles and responsibilities in the parish.
- Why do you think the church is an important building in the parish? Brainstorm some of the things that happen in the church building.
- Children to write about why we need a church building.
- Arrange a visit to the local church. Identify different symbols and why the children think they are there.
- Why do you think the symbols are important?
- Which symbols do they like the best? Make some sketches of the symbols in the church.
- In groups children to make pages for a brochure about the church for younger children in the school.
- Reflect with the children about what it would be like if a Church community did not have a church building?

- Introduce the ideas of different members of God's Family praying in different ways. Invite a religious sister to visit school and talk about the way in which she prays. Children to prepare questions.
- Invite a priest to talk about the prayer of a priest. Children to prepare questions.

- Explain to the children that we belong to God's Family today because the first disciples of Jesus spread the Good News.
- Read the story of the conversion of St. Paul.
- Highlight what he was like before and after his conversion on the Damascus Road.
- Draw two pictures of Paul, before and after his conversion. Think of words to describe him.
- Explain to the children that Paul wrote many letters encouraging people to follow Jesus.
- If St. Paul was writing his letters today, what do you think he would write?
- Send e-mail or a letter to another class or school, containing some teaching about following Jesus today.

- Talk to the children about St. Peter being given the special task by Jesus to build up his Church.
- Recall the story of Pentecost and Peter telling the Good News of the resurrection of Jesus.
- Children to hear the story of St. Peter in prison.
- How did he end up in prison?
- Why would you have wanted to have Peter locked up?
- Why did people think he was doing something that was wrong?
- What would it have been like to have been chained between guards?
- Describe the scene in the prison.
- Highlight the words and actions of the angel. What did Peter do? What did he think was happening? Why do you think the angel was sent to Peter?
- Talk to the children about different things they had been given and things that had been handed on through families.
- Introduce the idea of Peter and Paul handing on their faith in Jesus.
- Ask the children to think about how they can hand on their faith today?

LEARNING OUTCOMES

Ch3 That belonging and love may be expressed in many different ways in a Community.

- Know that people live in different types of community, e.g. family, school, towns, villages and cities.
- Understand that people have roles and responsibilities in those communities and the consequences if these roles were not carried out.
- Discuss, dramatise and write about what makes a community.

C10 Know that people pray in a variety of ways in church.

- Know that the Church is a special place where God's family gather together to pray.
- Understand some reasons why we need special places like church to pray.
- Observe, discuss and write about different symbols, artefacts and objects that help people pray in Church. These include stations of the cross, image of Our Lady, candles, presence of the Blessed Sacrament.

Ch1 That God calls individuals and communities to share life and show care for each other.

- Know the story of the conversion of St Paul.
 - Understand that Paul was totally changed by this event.
 - Know that St Paul taught people about how to follow Jesus.
 - Understand that it is important for Christians to follow this teaching.
 - Think of ways in which they can respond to the teaching of St Paul as they try to follow Jesus.
-
- Know the story of St Peter in prison.
 - Understand that God protected him at this difficult time.

FURTHER DEVELOPMENT

Create a class display of different symbols and artefacts that are found in the church. Children to prepare labels and explanations for the different symbols.

Make a "handing on the Good News display" for the classroom.

RELATED SCRIPTURE

Acts 9: 1-25 – The Conversion of St. Paul

Acts 11: 27-12: 23 – Peter in Prison

OTHER LINKS

School-Parish Links Invite some parishioners and parents to join the children on the visit to church. The parishioners might be willing to explain some important things in the church building and why it is a special place for them.

ICT Links: Take some digital photographs of symbols in the church building that could be used in ICT time.

Multicultural: Visit a place of worship from another major religion and learn about some special symbols found in their building.

COLLECTIVE WORSHIP

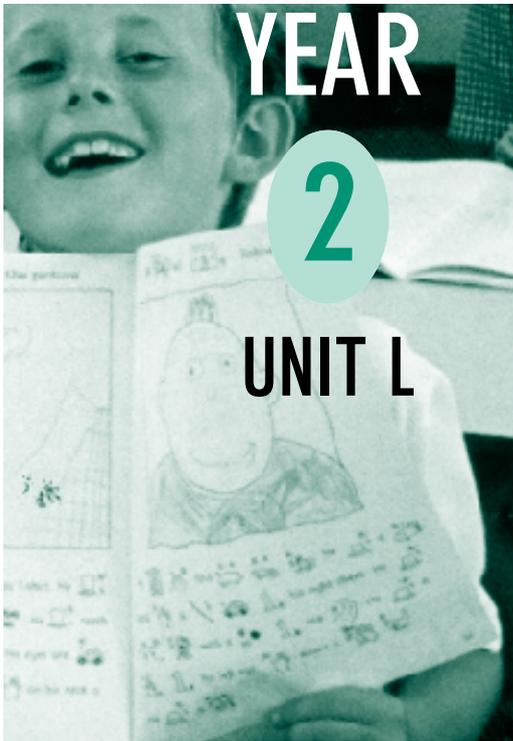
- Prayers for the parish community. Pray for all the different people who have a special role in the parish.
- Pray for people who are in prison today.
- Pray for priests and religious sisters.

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

2

UNIT 1

THE MASS

ABOUT THE UNIT

This unit is designed to develop children’s understanding of the structure of the Mass and what is taking place. The focus will be on seeing Christ present when we gather, in the Word and in the Eucharist.

WHERE THE UNIT FITS IN

This unit builds on previous learning about the Mass in the “Families and Celebrations2 unit in Year 1.

PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the simple responses of the Mass
- some knowledge of the actions of the Mass.

SKILLS

Group discussion, observation, sequencing, music, ability to listen, interpreting symbols, creating prayers, reflective writing.

VOCABULARY

Mass, gathering, listening, celebrating, entrance song, procession, lectionary, altar, lectern, Holy Holy, bidding prayers, Consecration, Eucharist.

ASSESSMENT

At the end of this unit:

Most children will have an understanding of the sequence of the Mass and of the meaning of some of the words and actions. Understand some reasons why the Mass is a celebration for the Church. Be able to join in important responses during the Mass.

More able children will

Less able children will be able to recall some of the words and actions of the Mass and explain their meaning. Be able to join in some of the important responses during the Mass.

More able children will have a greater understanding of the signs, actions and symbols of the Mass. Be able to explain in more depth the importance of this celebration in the lives of people today.

A.T.1 A.T.2

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

1a 1a
1b 1c
 1d

3a 3c
3b 3d
3c

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Hear the story of the Last Supper.

C2 Hear about and become familiar with the main aspects of the Eucharistic celebration and prayers used at the Eucharist.

C5 Become familiar with signs and symbols used by the Church.

C11 Explore the prayers of the Mass.

- Look at different photographs and pictures of people gathered together (e.g. family occasions). What is happening in the photographs, who is gathered together, for what reason?
- Look at pictures of people gathered together at Mass. Who is there? What do you think they are doing? Why is this a special gathering?
- Discuss the gathering for Mass in your local parish.
- Identify some of the people with special roles (e.g. priest, reader, musicians, altar servers, children's liturgy group, etc.)
- Children to recall different times when Jesus gathered together with his friends (e.g. Feeding of the Five Thousand, the Last Supper).
- Children to read the words of Jesus about gathering together. "Where two or three are gathered together in my name, I am with them." What do these words mean?
- What do you think is special about gathering together as God's family at Mass? What do you think those words of Jesus mean when people gather together for Mass?
- Children to sequence some of the first part of the Mass. Include Entrance Song and Procession, Sign of the Cross, The Lord be with You, Lord have Mercy, Glory to God and Opening Prayer.
- Children to learn by heart some of the greetings at the start of the Mass.
- What does Glory to God mean? What does Lord have Mercy mean?

- Discuss with the children the importance of listening.
- When people gather together for celebrations they tell stories.
- At Mass we listen to and tell God's story. Revise previous work on the Bible containing God's story.
- Introduce children to the lectionary and the lectern as the special book and place where God's Word is read during Mass.
- Children to research and retell a favourite Old Testament story. Explain why they like this story and why they think this is important.
- Revise previous work on Old Testament characters and how they listened to God. Make links with listening to God in the Scriptures.
- Read with children *Mark 4: 1-2, 9*. What does Jesus teach his disciples about listening and who to listen to?
- Explain to the children that the Gospel is the most important reading we listen to. How do we show that it is important to listen to the Gospel during Mass? What do we do? What does the priest or deacon do?

- Children to learn an "Alleluia" as a song to welcome the Gospel.
- Children to choose and read their favourite Gospel reading. What title would you give to it? Who are the characters in the reading? What happens at the beginning, middle and end? Why did you choose this reading?
- Children to present their work to the rest of the class.
- Introduce children to the term "Homily". Explain that this is one of the special jobs of the priest at Mass to help people understand the special message of the readings.

- At Mass we pray for all God's family in the bidding prayers.
- Create a range of bidding prayers for a celebration of Mass. Think about different things we pray for. Include God's Family, the world, our local community, ourselves, the sick, those who have died. Make a prayer wheel with these prayers.

- Talk to the children about the gifts they have received from God and from other people. Look at the difference between physical gifts which you can hold and give, and other gifts which are part of who you are.
- At Mass we present things that God has given to us and what we have been able to make. We offer them to share in the special meal of Jesus.
- Explore with the children some of the words and actions of the priest at the Altar.
- Learn the Preface dialogue.

LEARNING OUTCOMES

C1 That in the celebration of the Eucharist the Church is doing what Jesus did at the Last Supper.

G2 That in the Eucharist Jesus gives himself; that the Eucharist is communion with Jesus and the family of the Church.

C5 Of the significance and variety of signs and symbols in their own lives and in the life of the Church.

C11 Become more familiar with the acclamations of the Mass.

- Know at Mass God's Family gathers together, listens to God's Word, prays for the needs of others, praises and thanks God for his many gifts, and celebrates what Jesus said and did at the Last Supper.
- Join-in and recite some of the responses used at Mass. These will include the greetings, Lord have Mercy, the responses to the readings and Gospel, the prayer of the faithful response and at least one memorial acclamation.

- Know that at the celebration of Mass the priest takes the place of Christ and says the words of Jesus.
- Understand that through the words and actions of the priest, Christ becomes present in the Eucharist.
- Identify some of the things the priest does during Mass.
- Understand that Catholic Christians believe that the bread and wine used at Mass becomes the body and blood of Jesus Christ.

FURTHER DEVELOPMENT

Use these elements of the gathering rite as part of a class liturgy.

Use the prayer wheel during class based collective worship.

Children to learn some of the names of the priest's vestments worn during the celebration of Mass. Include Chasuble, Alb, Stole and Cincture.

Learn some of the names of the vessels used during Mass (e.g. Chalice).

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

- Learn a simple version of the “Holy Holy”.
- Look at the words and actions of the priest with the bread and wine. Where have you heard these before? Which story of Jesus do they refer to?
- Create a storyboard of the priest spreading his hands over the gifts. Use captions to record some of the words he says over the bread and wine.
- At this point what has happened to the bread and wine?
- Children to think about the importance of food and drink. Why do we need to eat and drink? What happens to people when they don't do this?
- Explore with the children the idea of Jesus feeding his people by coming to them at Holy Communion in a special way. How might this help God's Family today?
- Children to imagine they are meeting somebody who has never heard about the Mass. What would they tell that person? How would they explain that it was an important and special occasion?
- Children to write their own reflections about what they like during the Mass.
- Children to create their own book about the celebration of the Mass.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

LEARNING OUTCOMES	FURTHER DEVELOPMENT

RELATED SCRIPTURE

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

Lk. 22: 14-23 – The Last Supper

Mk. 4: 1-2,9 – The Importance of Listening

OTHER LINKS

School-Parish Link: Take part in a celebration of Mass in school and invite some parishioners to come. Alternatively, join them in church for Mass.

COLLECTIVE WORSHIP

- Use different signs and gestures of the Mass during class based prayer time. Include the greetings, the signing of the cross at the reading of the Gospel and some of the prayers
- Learn some appropriate hymns and songs for the celebration of Mass.

EVALUATION

What went well?

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

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