

Learning and Growing as the People of God

Foundation – Reception

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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

FOUNDATION

R

UNIT A

CREATION – GOD’S GIFTS

ABOUT THE UNIT

Develops the idea of creation to include the children’s gifts and talents as God given. To know that the Bible is God’s book.

WHERE THE UNIT FITS IN

Builds on the Nursery unit of God the Creator. Where children have not attended the nursery elements of the nursery unit need to be included here.

PRIOR LEARNING

It is helpful if the children have covered the nursery unit or work on Creation.

SKILLS

Speaking, listening, observation, art, music, cutting and sticking.

VOCABULARY

Bible, God, creation, gifts.

ASSESSMENT

At the end of this unit:

Most children will be able to recall parts of the story of creation using pictures and captions. Recognise gifts they have which are God given.

Less able children will be able to recall with pictures parts of the creation story.

More able children will be able to play an active part in the liturgy. They will know that the creation story comes from the Bible which is God’s book.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R3 Observe beauty, detail and order in Creation.

Introduce the topic with photographs and objects from the created world. Hold a “show and tell” session. Recall Nursery work that God our Father made everything and everyone who lives in the world. Children to name something created and describe one feature about it (e.g. “God made trees.They are tall.”)

R4 Hear in Scripture the story of creation as God’s work.

Children to hear the story of creation from the Bible. Explain to the children that this is the special book of God which we show great care and respect for. Help the children to develop a special sense of awe and wonder about the Bible. Explain to the children that the story of creation is the very first story in the Bible. Read the story of creation with pictures and find parts for the children to join in with. Retell the story in words or song. Ask the children to tell you what is their favourite part of the story. Children and the teacher to choose parts of the story to represent in paint, pen or crayon. Write a label or caption. Reflect with the children about what their paintings tell them about God’s care and love for the created world. Explain to the children that we call God who created the world Our Father. Revise work from the Nursery on the Sign of the Cross. In the Name of the Father (who made us).

L2 Hear about signs of God’s care and blessings in creation.
L4 Develop self esteem and respect for others.

Talk about the things they can do. Look at photographs and pictures of children doing lots of different things (e.g. playing, smiling, running, jumping , listening, etc.) Ask the children some questions. Who is good at running? Who is good at smiling? Who is good at sitting still? etc. Explore with the children that they have individual gifts. They are part of creation and they can use these gifts they have been given. Talk to the children about some people using their gifts in the service of others. Use colour magazines or newspapers to discover examples of people helping others or using their gifts. Cut these pictures out to make a collage.

C1 Take part in celebrations which express thanks and praise.

C8 To use their own words for prayer.

R5 Investigate and recognise their gifts and growth.

Explain to the children that it is really important to thank God our Father for our gifts, but also for the gifts that God has given to other people that are different from ours. Children to think about people in the class with different gifts (e.g. blue eyes, brown eyes etc.). Reflect on these differences as gifts from God which we must respect and show care to people who are different from us. Remind the children of the story of creation and God making everything very good. Introduce them to some other scripture about God loving and protecting his creation (e.g. aspects of Psalm 139).

Liturgy

Celebrate creation para-liturgy in praise of creation. Include work to date plus focus on their gifts (e.g. I can run, play, etc.).

LEARNING OUTCOMES

R3 Of the wonder and beauty of creation.
Be able to name recognise and describe some of the things that God has created.

R4 The Bible is God's book; thanks for God's creation expressed in prayer.

Know that the Creation story is a very special story from the beginning of the Bible.

Be able to retell the story.

To write captions and write labels from the story.

Know that God who created the world is Our Father.

L2 That God's blessings in creation are many and varied; that God loves and creates each person individually.

L4 Respect each other. Respect others.

C1 That celebrations express thanksgiving, joy, unity and love; of the major feasts and seasons of the liturgical year.

C8 Of how to pray together; that they can speak to God in formal prayer and in their own words.

R5 Of the wonder and beauty of creation.

Know that they are blessed with gifts which develop as they grow.

Know that people have different gifts and talents.

FURTHER DEVELOPMENT

Scissors skills.

Art work and display.

Speaking and listening skills.

Foundation Stage Document-Knowledge and understanding of the World.

Opportunity to introduce the Bible as a special book but this would not be used to read from.

Big books on the topic of Creation should be used and this would support early Literacy development.

RELATED SCRIPTURE

Genesis 1-2: 4 – The Story of Creation in the Old Testament

OTHER LINKS

Autumn term charitable focus (e.g. CAFOD).

COLLECTIVE WORSHIP

Use daily prayer time as an opportunity to give thanks to God our Father for the many gifts they have.

Hold a special class liturgy focused on the Story of Creation and the gifts we find in the created world.

Learn songs about creation and everything that God has made.

Whole school gatherings related to the gifts of creation at Harvest time.

EVALUATION

What went well?

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

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

FOUNDATION

R

UNIT B

PEOPLE WHO CARE FOR US

ABOUT THE UNIT

This unit further explores family relationships within the context of caring for one another. Importance is placed upon the value of celebration. This is further developed by hearing about times of celebration Jesus shared with his family and friends.

WHERE THE UNIT FITS IN

This unit builds upon ND, NE and NF.

PRIOR LEARNING

If children have not attended nursery then elements need to be incorporated here.

SKILLS

Drawing, speaking, listening.

VOCABULARY

Mary, Jesus, Joseph.

ASSESSMENT

At the end of this unit:

Most children will know that families try to show love and care for each other. That Jesus' family included Mary and Joseph. They will be able to recall a celebration Jesus attended with Mary.

Less able children will be able to draw pictures of those who show care to them. They will know that people get married.

More able children will be able to recall other times Mary and Joseph celebrated (Jesus' birth, The Finding in the Temple). They will be able to identify other family celebrations.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R1 Explore relationships of love.

L3 Recognise love shown them and to explore opportunities to show love to others.

C2 Recognise the place and value of celebrations in family.

R6 Hear and become familiar with main events, characters and places in the life of Jesus.

C5 Hear about and explore ways in which Jesus invited men and women to friendship and discipleship.

Talk about their time at home before coming to school. Waking up – washing – eating – dressing – coming to school – who helped them? Where did food come from, etc?

Why do people do these things for us?

Children to draw a picture of themselves in the centre of a page. Draw others around them who show care. People in our family show love and care for us.

How do we show love and care for them? Brainstorm lots of words and ideas.

Gather together artefacts and photographs from a wedding. Has anyone been to a wedding? Where did it take place? What made it a special occasion?

Show the children photographs and pictures of a wedding taking place in church. Explain to the children that the two people getting married ask God our Father to love and care for them.

Explain to the children that many people get married because they want to care for each other and then care for any children they may have. The adults and children make a family.

Explain to the children that Jesus was the Son of God. Jesus loved God his Father and the Father loved him. Explain to the children that Jesus had lots of special friends called disciples. Show the children some pictures of the disciples and introduce them to the names of some of these special people.

Jesus told his friends to call God their Father. He also told them that there was room for them all in his Father's house.

Introduce the children to some of the words of the "Our Father" as part of the prayer of Jesus. Use some actions to teach the words.

Explain to the children that Jesus was constantly telling people about the way the Father cared for people. Share the story of the sparrows and God knowing every hair on your head.

Reflect with the children some of the images in this story. How precious do you think it shows people to be?

It is important to emphasise that Jesus lived a life like us from baby to adult. Use appropriate resources to discover what life would have been like for Jesus. Identify what he did every day that was the same as them – how were things different? Gather together different objects and artefacts that illustrate some of the similarities and differences

(e.g. scrolls instead of writing paper, no computers or television).

Show children pictures of houses at the time of Jesus and the types of clothes that Jewish children wore.

Create a display of "Nazareth Street" with pictures of houses and clothes that would have been worn.

Explain to the children that Jesus would have gone to the synagogue to pray and there he would have learnt stories about God his Father.

Show the children pictures of a synagogue and the clothes a little Jewish child might wear today.

Children to think of lots of things that Jesus did when he was growing up and what he did with Mary and Joseph. What sort of things might Mary and Joseph have taught Jesus as a little boy?

Show the children lots of different pictures of Mary taking care of Jesus.

Children to realise that once Jesus got lost.

LEARNING OUTCOMES

R1 Develop an understanding of loving relationships and sharing.

L3 Of opportunities to give and receive love.

Know that we have families and lots of special people in our lives.

Be able to think about what makes them special.

Know that families try to show love and care for each other.

Begin to understand that it is important to show and receive love.

C2 That celebrations express thanksgiving, joy, unity and love.

Know that marriage is a loving relationship between two people.

Know that a wedding is a special celebration in church.

Be able to take part in a simple role play.

R6 That Jesus is the Son of God; that the Bible is God's Book.

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

C5 That people love and care for each other in different ways.

Hear and be able to recall some of the things that Jesus said about his Father and that he taught his disciples about God.

Know that Jesus grew up as a little boy in Nazareth.

Hear stories about what happened to Jesus as a child.

Be able to compare and contrast their lives with that of Jesus as a child.

Know that Mary is the Mother of Jesus.

Know the story of the Finding in the Temple.

FURTHER DEVELOPMENT

Selection of dressing up clothes.

Home corner activities surrounding the family.

Make a "caring for people" chart.

History links are useful here.

Make a display of pictures and images of Mary for the children to use as part of discussion about Mary.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

Hear the story of the finding in the Temple and relate this to their own experiences of getting lost and being found.

Explore some of the feelings of Mary and Joseph at different stages in the story. Why do you think Jesus had gone to the Temple?

One special day that Mary shared with Jesus was when they went to a wedding.

Role-play the event with the children and discuss different aspects of the story.

Teacher to imagine that they are Mary. Tell the story of the wedding and what you had to do. Let the children ask you some questions.

Introduce the children to the words to the "Hail Mary". Explain that this is a special prayer to pray asking Mary to take care of us today.

Liturgy to celebrate people who care for us.

Include song – "Come and go with me to my Father's house".

LEARNING OUTCOMES

Understand some of the thoughts and feelings of Mary and Joseph.

Know the story of the Marriage Feast at Cana.
Understand that Jesus did something very special to show his care and concern for the people at the celebration.

Know that Mary is a special person in the Church.
Hear and learn parts of the “Hail Mary”.

FURTHER DEVELOPMENT

RELATED SCRIPTURE

Jn. 2: 1 –11 – The Wedding Feast at Cana

Lk. 2: 41-52 – The Finding in the Temple

Jn. 14: 2 – Many Rooms in My Father's House

Lk. 12:6-7 – God's Care for Creation

Mt. 10: 29-30

OTHER LINKS

Photographs of celebrations.

Pictures of the Holy Family.

COLLECTIVE WORSHIP

Hold a special celebration with some of the people who care for us.

Include songs in prayer and liturgy about God Our Father's care for us.

Use the class focal point to display pictures and names of people who show care for us.

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?

FOUNDATION

R

UNIT C

ADVENT – ‘FOUR WEEKS OF ADVENT’

ABOUT THE UNIT

In this unit the children mark the time of advent, giving each week a focussed preparation activity.

WHERE THE UNIT FITS IN

This unit takes the symbolism of the Advent Wreath to mark the four Sundays of Advent.

PRIOR LEARNING

In nursery the focus was upon getting ready. If the children have not attended nursery then use elements of NB.

SKILLS

Counting, revisiting.

VOCABULARY

Advent, waiting, preparation.

ASSESSMENT

At the end of this unit:

Most children will know that there are four weeks in Advent.

Less able children will be able to recall some of the things they did to get ready during Advent.

More able children will be able to speak to God in their own prayer.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Take part in celebrations which express thanks and praise.

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

C8 To use their own words for prayer.

Recall Nursery work on Advent as a time of getting ready.

Introduce the children to the Advent Wreath just before Advent begins.

Children to talk about what they can see on the wreath. What are the features that they like?

Talk about the four candles around the wreath as markers of the four Sundays leading to Christmas.

Tell the children a special story about the lighting of the Advent Wreath in Church on the four Sundays. Build up the story to develop the children's sense of expectancy.

Light the first candle on the first morning in school following first Sunday in Advent. Explain to the children that we are at the very beginning of the season. We have only just begun!

Remind the children that each time we light the candles we think that we are preparing for a very special event, the birth of Jesus.

Have a focus on number four.

Practise grouping objects in 4s – threading beads in patterns of 4 – in Advent 4 can play in the sand.

As the weeks of Advent progress change the focus for each week to emphasise that this is a special preparing time. Week one is tidy week, week two is quiet week, etc. Explore with the children some reasons why they might consider preparing for Christmas to be important.

Create a display of their reasons for preparing for the birth of Jesus.

Help the children to create some different "preparing prayers" which could be shared in a liturgy. You might make these in the shape of candles or the Advent Wreath.

Learn a range of Advent hymns and songs about being a season of preparation.

Reflect at the end of each week within a liturgy how well they have achieved their different preparations.

The final week of Advent will overlap with Christmas theme.

LEARNING OUTCOMES

C1 That celebrations express thanksgiving, joy, unity and love; of the major feasts and seasons of the liturgical year.
Know that celebrations are important and will be able to take part in celebrations that prepare us for this special time

C3 That Sunday is a special day of celebration for the Church. Advent is a special waiting/preparing time for the birthday of Jesus
There are four special Sundays in Advent leading to the celebration of the birth of Jesus and that the four candles on the Advent wreath represent the four Sundays.

C8 Of how to pray together; that they can speak to God in formal prayer and in their own words.

Know that Advent is a special season of prayer for Christians.
Be able to join in and write some Advent prayers.

FURTHER DEVELOPMENT

Maths links very appropriate.

Make sure that the children are aware of the Advent display in the classroom. Encourage the use of the display and the focus for quiet times of prayer.

Leave some books and pictures in the prayer area about preparations for the birth of Jesus for children to choose when they are free.

RELATED SCRIPTURE

OTHER LINKS

Personal and social skills.
Observation of the natural world.

COLLECTIVE WORSHIP

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

EVALUATION

What went well?

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

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



R

UNIT D

ABOUT THE UNIT

In this unit the children will hear the story of Christmas and will focus upon the birth in the stable and of the shepherd visitors.

WHERE THE UNIT FITS IN

Follows on from RC.

PRIOR LEARNING

Some of the children will have heard the Christmas story before. You may need to refer to NC.

SKILLS

Sequencing, speaking, listening, role-play, empathy.

VOCABULARY

Christmas, shepherds, manger, Bethlehem.

ASSESSMENT

At the end of this unit:

Most children will know that Jesus was born in a stable in Bethlehem and that his first visitors were shepherds.

Less able children will know that we celebrate Jesus' birthday.

More able children will be able to recall several events from the Christmas story.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R6 Hear and become familiar with the main events, characters and places in the life of Jesus.

Teach simple carols, e.g. Away in a Manger to join in with at assembly, Mass or class based collective worship.
Reflect with the children on some of the words of these carols. What do they tell us about the birth of the baby Jesus.
Use some mime and actions for some of the carols.

Hear the story of Christmas about the birth and the shepherds prior to Christmas. Share the story of the birth of Jesus through a variety of forms of media. Use pictures, card cut outs of the different characters and create a “story sack” with props in to tell the story.
Provide the children with an opportunity to use the “story sack” and other resources to retell the story.

Have you ever been somewhere and found that there was no room? What would it have been like for Joseph and Mary? Do you think they might have been afraid? Why?
Children to imagine that they had been around at the time of the first Christmas. Would they have liked to be on the hillside with the shepherds or at the stable? What would you have thought and said when you got to Bethlehem and saw the baby Jesus? Help the children to describe the scene in the stable.
Would it be easy to be a shepherd? What would the shepherds have thought when they saw the angels in the field?

Explain to the children that the story began when Mary said yes to the angel. Children to think about occasions when they have been asked to do something important.
What do we say? Do we always say yes?

Provide pictures for the children so they can sequence the Christmas story. As a class, compose sentences to tell the story. More able children might record some of the feelings of the characters.
Consider making a tape recording or a video of the children’s thoughts about the Christmas story and why it is so special to them.
Children are likely to be involved in Nativity plays of this time. Consider using costumes for role play so that children can experience alternative roles to their own.

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

Introduce the children to the crib’s being an important symbol and focus for the season of Christmas.
Hold the different figures and tell the children the story of Christmas as if you were the character.
Some children might want to have a go at this as well.
Create a special prayer liturgy focused around the crib. Hold a ceremony of blessing. It would be wise to tell the story of the Wise Men after the holidays.

LEARNING OUTCOMES

R6 That Jesus is the Son of God; that Mary heard God and said yes; that the cross is the sign of Jesus' love; that Jesus promised to send the Holy Spirit; that the Bible is God's book.

Know parts of the story of Jesus' birth Know that he was born in a stable in Bethlehem.

Understand that his birth was very important because he was the Son of God.

Be able to empathise simply with some of the thoughts and feelings of the characters involved.

Be able to sing simple songs, re-enact parts of the story and sequence simple pictures with captions.

C1 That celebrations express thanksgiving, joy, unity and love; of the major feasts and seasons of the liturgical year.

FURTHER DEVELOPMENT

Consider Home Corner becoming a stable.

Music links with carols and songs.

Social skills in role play.

Use lots of old Christmas cards to help the children develop their ideas of the story of the birth of Jesus.

Make the display of the crib something special. Explain to the children that this can be a special place to say a prayer at Christmastime.

RELATED SCRIPTURE

Lk. 2: 1-20

Mt. 1: 18-25 – The Accounts of the Birth of Jesus

Lk. 1: 26-38 – The Birth of Jesus is foretold in the Annunciation

OTHER LINKS

Christmas performances for parents.

Carol singing.

COLLECTIVE WORSHIP

Giving thanks and praise.

Colours of gold and white.

The crib should be an important part of the prayer focal point in the class. Hold a special blessing ceremony just before Christmas.

EVALUATION

What went well?

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

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

ABOUT THE UNIT

In this unit the children learn about the church building being an important gathering place for God's Family. They will be introduced to some of the important symbols and actions of the Baptismal Rite.

WHERE THE UNIT FITS IN

The unit builds on previous learning in the Nursery about Baptism being a special celebration using water.

PRIOR LEARNING

It would help if children have:
seen some photographs of a Baptism taking place.

SKILLS

Discussion, identifying symbols, speaking and listening, role-play.

VOCABULARY

Baptism, Church, God's Family, water, Baptismal Candle, Christian Name.

ASSESSMENT

At the end of this unit:

Most children will know that at Baptism they are given a Christian name. They will be able to participate in a role-play of the celebration and identify a few symbols of Baptism. They will know that Baptism is a special celebration to welcome people into God's Family. They will also know that Jesus' Presentation in the Temple was a special celebration for him.

Less able children will know that Baptism is a special celebration for God's Family. They will also be able to take part in a role-play of the celebration.

More able children will have a greater understanding of the meaning of a Christian name and of some of the words and actions at Baptism. They will be able to talk about Jesus being the Light of the World.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

Ch2 'Church' as 'a house of God' where people gather.

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

R6 Hear and become familiar with main events characters and places in the life of Jesus.

Recall with the children previous work on families. Our families are very special. Think about broader concept of family beyond their own home, e.g. class family, school family.

The gathering place for God's Family is the Church. Revisit with the children photographs and pictures of God's Family coming together to celebrate in church. Recall some of the things that are happening in the pictures. Explain to the children that just as people at home have jobs to do there are jobs which people do at Church (e.g. reading, collecting money, singing in the choir).

Revisit photographs and pictures of a Baptismal ceremony. Explain to the children that at Baptism they were welcomed as members of God's Family. Explore children's experience of being welcomed. Recall nursery work on Baptism where the focus was on water. Why is water important to us? Create a simple role play of the Baptismal liturgy using the symbols of water, the words of pouring, mums and dads and Godparents, etc. Explore the importance of the giving of a name at Baptism. Reflect with the children that each of us has been called by God by name. Children to learn that their first name is their Christian name, because they belong to the Family of God through Baptism. Introduce the children to the Baptismal Candle. When do we need light? Why is it important? Play Blindman's Buff and discuss experience and feelings of not being able to see. Relate this to night time/being somewhere dark. How do we feel when the light comes on? Jesus said "I am the Light" Jesus was trying to tell the people that he would be there to care for them and keep them safe Simplify words from Baptismal service which refer to receiving the Baptismal Candle. Ask the children to bring into school their Baptismal Candle if they have one and any photographs of their Baptism. Create a simple role play of the Baptismal liturgy using the symbols of water, the words of pouring, the giving of a special name, mums, dads and God parents, the receiving of lighted candle. Explore with the children ways in which "Christ is our Light". Make some candle shapes out of card. Write some "shape prayers" on the card about Jesus leading and guiding us.

Children to hear the story of the Presentation. Know that Jesus was called the Light of the World on this occasion. This is a special celebration and is marked by lighting candles in church. Create a display of Christian names around a picture and actual Baptismal candle.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

Ch2 Of how people belong to the Church.
Ch3 Of different forms of ministry in the Church
(e.g. Eucharistic minister, reader, priest, etc.).

Know that through Baptism we become part of God's Family.
Know that water is poured onto the head of the person being baptised.
Understand that we have been given a special name – a Christian name.

Know that the Baptismal Candle reminds us that Jesus is our Light.
Be able to think about ways in which Jesus can be like a light helping and guiding us.
Be able to take part in a simple role play of the Baptismal Liturgy.

R6 That Jesus is the Son of God.
Know about the story of the Presentation of Jesus.
Know that Jesus was revealed as the Light of the World.

Traditional games
Knowledge and Understanding of the World.

Create a church building in the area of the home corner.

Learn some simple songs and hymns about belonging to God's family.

Sing simple songs about being called by name.

Learn simple songs about Jesus being the light of the world and showing his light through our actions.

Make a simple role-play of the Presentation of Jesus in the Temple.

RELATED SCRIPTURE

OTHER LINKS

Foundation Stage: Some links might be made with the Foundation Stage topic on Water.

COLLECTIVE WORSHIP

Recall the Sign of the Cross and the words that are said when water is poured at Baptism. The Sign of the Cross reminds us that we belong to the Family of God. Learn some simple songs about belonging to God's Family. Have a bowl of Holy Water on the prayer table as a reminder of Baptism and belonging to God's Family.

EVALUATION

What went well?

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

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

ABOUT THE UNIT

In this unit the children will be introduced to the role of the priest as a special person in God's Family who helps people. This unit also has a focus on the church building as an important place within the parish community. The children will also learn about a saint being an important person in God's Family. In this unit they will also consider the help that Jesus gave to people when they needed it.

WHERE THE UNIT FITS IN

This unit builds on previous work in Nursery about people showing love and care for others.

PRIOR LEARNING

It would be helpful if the children have some experience of a church building being a special place where people gather.

SKILLS

Listening skills, interpreting symbolism, writing skills, role-play, drawing, writing prayers.

VOCABULARY

Priest, church, help, care, God's Family, Jesus, altar, candles, cross, statues, Bible, Mass, celebration, miracle, saint, sorry, Holy Communion.

ASSESSMENT

At the end of this unit:

Most children will know some things about the work of the priest and will understand that the church building is a special place. They will also be able to identify some artefacts in the church. The children will recall a few features from the celebration of Mass and they will be able to identify parts of stories of Jesus that show him helping other people. The children will understand that people have opportunities to follow Jesus today by the way they live.

Less able children will know that the priest is a special person in the Church community and they will be able to recall some artefacts that they see in church. They will know that Jesus cared for people and helped them when they needed it.

More able children will be able to explain in more detail why the priest is an important person in the Church community. They will have a greater knowledge of artefacts in the church and be able to recall more information about the celebration of Mass. Pupils will be able to retell stories of Jesus helping others. They will also be able to explain why it is important for followers of Jesus to try and live like him.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

L8 Observe and recognise similarity.

L9 Recognise and respond to opportunities to share activities and resources.

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

Ch4 Church building and furnishing and how people show respect and reverence in Church.

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

C1 Take part in celebrations which express thanks and praise.

Ch1 Roles in the community to which they belong.

C5 Hear about ways in which Jesus invited men and women to friendship and discipleship.

L5 Hear about ways in which Jesus showed love and respect for others.

Recall work on our families who care for us.

When we are not with our family there are others who care for us in special ways. Use dressing up clothes to role play some people who help us or show pieces of jigsaws which show people who help us and build up a jigsaw picture piece by piece. Who can name these helpers with the fewest numbers of pieces?

Explore, with the children, who we meet at church?

Invite a priest with a written invitation to visit the children in the classroom to talk about some of the special things he does.

Prepare for or follow up the visit by collecting artefacts and pictures that tell the story of the work the priest does. These could include some of the vestments, different things that are found in the church building, etc. Some of the vessels that are used for Mass.

Children to learn the names of the different things that the priest uses and some of the things that he does.

Children to prepare captions and sentences about the work of their priest and the care he shows God's Family.

Ask your priest to invite children and parents with written invitations to visit church on Sunday. Include in the invitation different things he would like them to notice when they are there, e.g. altar, candles, cross, statue, etc.

Talk to the children about what they saw when they return to school. Make lists of words and identify the symbols and actions they saw the priest and the people doing.

Explain to the children that the people who went to the church are part of the parish community. Brainstorm some of the different things the people did during the celebration of Mass. Include singing, reading from the Bible, saying prayers and receiving Jesus in Holy Communion.

Ask the children to think about why some of these things are important to people. You might use the symbol or a photograph to lead some discussion.

Some people are too sick to go. People from the community go to visit them. Explore with the children some reasons why in the parish we take care of sick people.

Discuss any names the children have heard of people who were good friends of Jesus.

Jesus chose them to be with him and help him. They travelled with Jesus and were there when he helped people.

Role-play the calling of the disciples using name cards. Think about what was really special about being called to be a friend of Jesus.

Explain to the children that some of these special people are called "saint" because they were such special helpers. Is the school or the Church named after a saint?

Explore one of the saints appropriate to the time of year.

Hear stories of Jesus and how he cared for others in the community, e.g. Feeding of the Five Thousand when they were hungry.

Role-play the story.

Use number work for the loaves, fish and the basket of scraps.

Brainstorm some words that tells us what Jesus was like from this story.

Introduce the children to the term "miracle" as a way of describing what Jesus did.

Write some sentences about the story and the type of person Jesus was and create a storyboard.

LEARNING OUTCOMES

L8 That people are alike and contribute to the life of the community.

L9 Of opportunities to give and receive love.

Ch3 Of different forms of ministry in the Church.

Know that the priest shows love and care for God's Family.

Be able to discuss some of the special things that the priest does.

Ch4 That a Church building is a holy gathering place where everyone is welcome and where the community share and celebrate life, and worship together.

C3 That Sunday is a special day of celebration for the Church.

C1 That celebrations express thanksgiving, joy, unity and love.

Know that the church building is God's house and is the special place where his family come together.

Understand that the church is a special place where we gather to pray and that Sunday is a particular day when we gather for Mass.

Recall some of the things that they see in the Church and some of the things that we do.

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

Hear about people in the parish who visit sick people in their homes.

C5 That people love and care for each other in different ways.

Know the story of the call of the disciples.

Know that some of the friends of Jesus are people we call saints.

Hear and learn some stories about the lives of saints.

L5 That Jesus gives an example of love and respect for others.

Know from the miracle of the Feeding of the Five Thousand that Jesus gives an example of love and respect for other people.

FURTHER DEVELOPMENT

Make a big display of the work of the priest for the classroom or the school.

Create a display of artefacts about the celebration of Mass. Alternatively create a church in the home corner.

Make some cards for sick and elderly parishioners from the Reception Class.

Create a "saints parade". Children to dress in costume as saints and say a little about the person they are trying to be.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

L3 Recognise love shown to them and explore opportunities to show love towards others.

L4 Recognise and explore opportunities to take responsibility for themselves and towards others.

L10 Recognise responses that are not loving and failures to show love and care.

C8 To use their own words for prayer.

Explain to the children that we have lots of opportunities to show love and care to other people.
Brainstorm some ideas with the children. Include opportunities in school, in families and in the parish.
Explore with the children the idea that through these actions we are trying to follow Jesus.
Create a “We are following Jesus” display highlighting in words and pictures some of the things the children can do.
Use a secular story to help the children think about times when the responses we make are not loving.
We need to show love and care to others. Sometimes we don’t behave, as we should. The choices we make are not good.
Provide the children with some opportunities to think about this.
Explore with the children the importance of the word “sorry”.
When should we use this word? What does it really mean?
Explain to the children that for Christians it is important to ask God to forgive them when they have done something that hurts other people.
Introduce the children to a simple “sorry” prayer that they can learn by heart.

Conclude this unit of work with a special liturgy containing some of the themes covered. Include a “sorry” prayer and also prayers of thanks for the love and care the children receive from God and through other people. Include some prayers for the sick.

LEARNING OUTCOMES

L3 Of opportunities to give and receive love.

Know that people today try to follow Jesus by the way they live.

Be able to think of some ways in which they could try to be more like Jesus.

L4 That choices affect ourselves and others.

L10 That choices effect ourselves and others.

Understand that choices we make can affect ourselves and others

Recognise that we can ask God to forgive us when we pray.

C8 Of how to pray together; that they can speak to God in formal prayer and in their own words.

FURTHER DEVELOPMENT

Introduce the children into the work of Mission Together, Father Hudson's Society or CAFOD to give real life stories of people showing tremendous care for others because they follow Jesus.

Learn a simple song about being sorry.

RELATED SCRIPTURE

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

Mt. 4: 18-22

Mk. 1: 16-20

Jn. 1: 35-42

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

Lk. 9: 10-17

OTHER LINKS

Social development: There are opportunities in this unit to explore ways in which the Church helps people. CAFOD, Mission Together and Fr. Hudson's Society might have material that could be linked to this unit.

Music: Learn some simple songs about the call of the disciples.

Class Focus: You might create a church building as part of the focus for this unit in the home corner.

COLLECTIVE WORSHIP

Use some artefacts that are found in the church building during class prayer time. This would serve as a good reminder to the children of some of the special features of the church.

Pray for the priest who serves your local parish and pray for vocations to the priesthood.

Pray for those in need today, especially the poor and starving people of the world. Use the "We are Following Jesus" display as a source for prayers of intercession. Introduce children to some simple prayers asking the saints to pray for us, including the patron saint of the school or parish.

EVALUATION

What went well?

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

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

ABOUT THE UNIT

In this unit of work the children are introduced to some of the Church's customs for the Season of Lent. Children will hear about Lent being a special time of prayer and a season when Christians try to follow Christ by what they do. They will also learn about Lent being a time of saying sorry and asking God's forgiveness for things that they have done wrong.

WHERE THE UNIT FITS IN

This unit builds on the introduction to Lent that some children will have experienced in the Nursery.

PRIOR LEARNING

It would be helpful if the children know:

about different seasons in the year as a way of introducing Lent as a new season.

SKILLS

Speaking and listening, role-play, interpreting symbolism, thinking skills.

VOCABULARY

Lent, change, prayer, pray, choices, sorry.

ASSESSMENT

At the end of this unit:

Most children will know that Lent is an important season in the Church year. They will recall some symbols of the season and understand that it is a special time to pray. They will recognise the prayer of sorrow to be an important prayer of this season.

Less able children will know that Lent is a special time of prayer and a time to try and help others.

More able children will be able to think of some reasons why it is important to use our talents to help other people. They will understand why people ask for forgiveness from God for the things they have done wrong.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

C8 To use their own words for prayer.

Celebrate Shrove Tuesday with pancakes.
Change the classroom so that the prayer focus is purple when the children come in on the first day of Lent which we call Ash Wednesday.
Change the position of the focus in the room to emphasise the beginning of a new season.
Emphasise changes of mood through the change of colours and symbols used in prayer time.

Explain to the children that Lent is a time of prayer. We ask for Jesus' help so that we can be more like him and follow his example.
Ask the children to brainstorm some ideas about how we could pray together as a class this Lent.
Create some words and ideas for a class prayer which explains that we want to be more like Jesus in what we do.
Create a class prayer box where children can post their prayers and one can be chosen each day as part of class prayer time.

L6 Hear about ways in which they are free to choose.

Help the children to recall creation work and the ideas of the gifts of creation and gifts of creation and the gifts of our talents.
Brainstorm and revise with the children their ideas about their gifts and talents.
Create a talent chart for children to think about using their talents during Lent to serve God and to care for other people.
Share with the children a simple version of the Parable of the Talents.
How does this story of Jesus remind us what we have got to do?
Create some prayers about using our gifts and talents.

L10 Recognise responses that are not loving and failure to show love and care.

Remember that a special gift given by God was that of choosing.
Have a box of Liquorice Allsorts. Which one do we choose first? Make a pictogram to show results of choices.

L6 Hear about ways in which they are free to choose.

Explore with the children the idea that we can choose how we behave.
Play a game modelled on "Who wants to be a millionaire?" Children in real life conflict situations, e.g. If you find the classroom in a mess-give choices. "Do you a)? b)? c)?"
Use classroom situations to reinforce the idea of choice during Lent. Stop at points each day to raise questions (e.g. pencils on floor – do we leave them or pick them up, crisps at playtime – do we eat them ourselves or do we offer them to others who have none?)

R6 Hear and become familiar with the main events, characters and places in the life of Jesus.

L5 Hear about ways in which Jesus showed love and respect for others.

Explore with the children that Lent is a time when we can choose to go without something and share with others.
We can choose to go without a snack one day so we can give money to others (e.g. Good Shepherd collection).
Children to hear some stories about people we can try and help during Lent by choosing to give up something.
Reflect with the children on some of the things that Jesus chose to do for other people (e.g. the story of the healing of the blind man. "You can heal me if you really want to.")
How did that choice help the man who was blind?
Recall previous learning about Jesus being the Light of the World.

L10 Recognise responses that are not loving and failures to show love and care.

LEARNING OUTCOMES

Know that the liturgical colour for Lent is purple.
Know that the Church uses this colour at this special time to remind people that it is a season of change to try and become like Jesus.

C8 Of how to pray together, that they can speak to God in formal prayer and in their own words.

Know that Lent is a special time when we try to be more like Jesus.
Recognise that Lent is a special time for prayer.

L6 That God gives freedom to everyone as a gift.

Know that God has given each individual special gifts and talents.
Be able to think how these can be simply used during the Season of Lent.
Hear and recall the Parable of the Talents.
Understand that Jesus told this story to remind his followers to use their talents properly.

L10 That choices affect ourselves and others.

L6 That God gives freedom to everyone as a gift.

L5 That Jesus gives an example of love and respect for others.

Know that Lent is a time when we can choose to do something special for other people to show we are trying to follow Jesus.

L10 That choices effect other people and ourselves.

Know the story of the Healing of the Blind Man.
Understand that Jesus chose to help him.
Reflect on their opportunities to help other people during Lent.

FURTHER DEVELOPMENT

Recipe for pancakes.

Create a big purple banner to go across the classroom telling everybody that it is the Season of Lent.

Share with the children something of the work of the Good Shepherd Appeal.

continued...

PROGRAMME OF STUDY

TEACHING STRATEGIES

R9 Recognise the need to say sorry and ask for forgiveness.

Change the lunchtime grace during Lent to emphasise that this is a time to change. Reflect with the children about some of the things that they would like to change in their own lives.

Gather each day to say sorry. Light purple candle as sign that it is time to reflect on day and the choices made.
Children will learn that it is important to say sorry to each other and to God Our Father for those times when we have made bad choices.
Revise sorry prayer and song from previous unit.
Use dance and movement as a way of expressing some of the thoughts and prayers in this Lenten unit.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

R9 We can ask God to forgive us when we pray.

Know that Christians say sorry to God Our Father when they have done something that is wrong.

Hear and join in prayers to God Our Father about being sorry.

RELATED SCRIPTURE

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

Lk. 19:11-27

Mk. 10: 46-52 – The Healing of the Blind Man

Mt. 20: 29-34

OTHER LINKS

Introduce the children to the work Fr. Hudson's Society and the Good Shepherd Appeal during Lent.

COLLECTIVE WORSHIP

Use some of the Lenten symbols in collective worship during the season. Remind the children about the purple display being special for the season of Lent.

Use the class "sorry" prayer regularly during Lent.

Use the "Prayer Box" prayers during class 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?



R

UNIT H

ABOUT THE UNIT

In this unit of work the children will learn about the last few days in the life of Jesus. They will be introduced to the story of Palm Sunday, The Last Supper and Good Friday.

WHERE THE UNIT FITS IN

The unit builds on some early work in Nursery about Holy Week. It also serves to reinforce children's understanding of the Sign of the Cross as a special sign for Catholics. This unit of work will serve as a firm foundation for more detailed learning about Holy Week in Year 1 and Year 2.

PRIOR LEARNING

It would be helpful if the children:

know that the cross is an important symbol for Christians.

SKILLS

Speaking and listening, role-play, dance, mime, drawing, painting, identifying symbols.

VOCABULARY

Holy Week, Palm Sunday, Last Supper, Good Friday, cross, palms, sign of the cross.

ASSESSMENT

At the end of this unit:

Most children will know about some of the events of Holy Week and be able to talk about what Jesus did on Palm Sunday, The Last Supper and Good Friday. They will understand the cross is a special reminder of the love of Jesus. They will also be able to talk about when the Last Supper of Jesus is remembered in church.

Less able children will know about one of the events of Holy Week and recall why the cross is a special symbol for Christians.

More able children will recall in greater detail the events of Holy Week. They will understand why remembering The Last Supper is so important and recall some direct links with this meal and the celebration of Mass today.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R6 Hear and become familiar with the main events, characters and places in the life of Jesus.

Set out classroom so that when children arrive they can sit in two rows facing each other with space down the middle.

Have box of cloaks from Nativity plays etc or pieces of fabric for children to select before sitting down. Have triumphal music playing.

Read the story in simple form of Palm Sunday.

Children to re-enact the story using their cloaks for Jesus to walk on. Sing simple Hosanna.

Create a simple form of dance to explore the joy and happiness felt by the people who welcomed Jesus on this special day.

Explore with the children some of the reasons why this was such a special day for Jesus.

Imagine you had been one of the little children in the crowd. Why would you have been so happy?

C6 Hear the story of the Last Supper.

Recall meals we eat and the time of day, e.g. 12 o'clock, afternoon, evening, etc.

Brainstorm idea of special meals they have had and the favourite foods eaten.

Use painting from one of the Masters to demonstrate an artists idea of the last meal that Jesus had with his friends. So special that lots of people have tried to paint pictures of what it was like.

Focus with the children on who was there, the clothes, the food, etc.

Reflect on the words and the actions of Jesus at the table.

Ask the children to recall some of the important things that Jesus said and did.

"Do this to remember me." Would they like to have been in the painting?

Explain to the children that when we go to Mass, the priest does and says some of the things that Jesus said and did.

This is how can share in them today. Draw or paint their own picture. Include themselves in the picture.

R2 Recognise and become familiar with the Sign of the Cross.

In sharing the story of Good Friday with the children, focus on the fact that Jesus died on the cross and that it was a sad occasion for those who followed him.

Take a school walk to identify crucifixes around the building.

Explain that this reminds us all that Jesus died on the cross and we see this sign in lots of places.

Explain to the children that when we make the Sign of the Cross we are remembering every day that Jesus died on the cross.

Christians all over the world use the cross to remind them of what happened to Jesus on Good Friday.

Build on previous work in the Nursery about making the Sign of the Cross during Holy Week.

C8 To use their own words for prayer.

Hold a special Holy Week liturgy to explore some of the themes covered in this topic. Provide children with opportunities to use their own prayers and reflections in the liturgy.

LEARNING OUTCOMES

R6 That Jesus is the Son of God; that Mary heard God and said yes; that the cross is the sign of Jesus' love; that Jesus promised to send the Holy Spirit; that the Bible is God's book.

Hear retell and discuss in simple terms the main features of Palm Sunday.

Learn a simple hymn and know why Christians have palms today.

C6 That children know the story of the Last Supper.

Know the main features of the story of the Last Supper and are able to retell the story in simple terms.

Know that we remember the last meal that Jesus had with his disciples at Mass.

Be able to explore the story through art media.

Understand that the Mass is this special meal that today we can share in with Jesus.

R2 The Sign of the Cross names Father, Son and Holy Spirit and is a sign of love and blessing.

Know that Jesus died on the cross.

Understand that it reminds us of Jesus' love for everyone.

Know that it is a special symbol for Christians.

C8 Of how to pray together; that they can speak to God in formal prayer and in their own words.

FURTHER DEVELOPMENT

Maths.

Time and language of time.

Art work.

Have a display of palms in the classroom which the children can pick up and use during prayer time.

Revise some of the previous work about the celebration of the Mass. Look once again at pictures of what the priest does at the altar.

RELATED SCRIPTURE

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

Mt. 21: 1-11

Mk. 11: 1-11

Mt. 26: 20-30 – The Story of the Last Supper

Lk. 22: 14-23

OTHER LINKS

Music and Drama links: This unit of work offers lots of opportunities for singing and simple percussion.

Some opportunities also exist to create a simple dance routine of the Palm Sunday story.

COLLECTIVE WORSHIP

Develop the prayer table in the class to include some of the symbols of Holy Week. Include palms, bread and wine and the cross.

Use the Holy Week liturgy to retell and act out the stories covered in this unit of work. Learn some simple songs for Holy Week.

EVALUATION

What went well?

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

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

ABOUT THE UNIT

In this unit the children learn about the story of Easter and the Resurrection of Jesus from the dead. They will be introduced to the “Alleluia” as a special Easter song and the symbol of the Easter Candle.

WHERE THE UNIT FITS IN

This unit builds on children’s knowledge and understanding of the life of Jesus. It provides a basis for further work in other years on the symbols of Easter and further stories of post resurrection appearances of Jesus.

PRIOR LEARNING

It would be helpful if the children have:
some awareness of Easter being a special time for Christians.

SKILLS

Recognising and interpreting symbolism, listening, singing, sequencing skills, writing, drawing.

VOCABULARY

Easter, Easter Candle, Resurrection, Alleluia.

ASSESSMENT

At the end of this unit:

Most children will know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive. They will be able to identify the Easter Candle as a symbol of this season.

Less able children will know that at Easter we celebrate the Resurrection of Jesus.

More able children will be able to think about the meaning of the Easter Candle and ask some simple questions about the symbols that are found on it. They will be able to describe in more detail the thoughts and feelings of the friends of Jesus when they found that he was alive.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R6 Hear and become familiar with the main events, characters and places in the life of Jesus.

The children should return from the holiday with all signs of purple removed to emphasise a change in season.
The prayer focus should be white. Include fresh flowers.

C1 Take part in celebrations which express thanks and praise.

Sing a simple Alleluia and light a candle prior to reading the Easter story in a version appropriate to age group.

Recall and sequence some of the special events that took place in the story.
In groups, get the children to illustrate part of the story and mount these around the word "Alleluia".
Explore with the children some of their own thoughts and feelings about the story. How would they have felt if they had been one of the women or a disciple? Why would they have been glad to have seen Jesus again?
Provide the children with a picture of one of the disciples and words associated with their feelings at the resurrection.

Recall Nursery work that all living things die.
Explain to the children that when Jesus came back to life it was God his Father who did this, the God that was powerful enough to create the world.

If possible children visit church to see the Easter Candle.
Children to identify how it is different from the others.
Provide an opportunity for observational drawing.
Children hear that this is the special candle for Easter and a sign of celebration and a reminder that Jesus who died on the cross is alive again.

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

Explain to the children that every Sunday when we gather together for Mass we remember that Jesus is alive and with us today.

LEARNING OUTCOMES

R6 That Jesus is the Son of God; that Mary heard God and said yes; that the cross is the sign of Jesus' love; that Jesus promised to send the Holy Spirit; that the Bible is God's book.

C1 That celebrations express thanksgiving, joy, unity and love; of the major feasts and seasons of the Church year.

Know that God Our Father brought Jesus back to life
Know that Jesus is alive today.
Be able to retell and discuss in simple terms the events of Easter Sunday.

Know that Easter is a special celebration in the Church
Recognise that the Church is a special place where God's family come together and that Alleluia is the word of joy used in church and school.
That the Easter Candle is a special sign of celebration and reminds us that Jesus is alive.

C3 That Sunday is a special day of celebration for the Church.

FURTHER DEVELOPMENT

Science: Knowledge and understanding of the world.
Observational drawing.
Speaking and Listening opportunities.

Children to look at Bible story books to find pictures of the resurrection stories.

Make a big Easter candle for the classroom.

RELATED SCRIPTURE

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

Mk. 16: 1-8

Lk. 24: 1-12

OTHER LINKS

Music links: Opportunities to create some songs using the word “Alleluia.” Include some simple percussion.

COLLECTIVE WORSHIP

Have an Easter Candle on the prayer table.

Consider making an Easter Garden to use in retelling the story of the Resurrection.

Reflect with the children in prayer time about Jesus being with us now, even though we don't see him.

EVALUATION

What went well?

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

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

ABOUT THE UNIT

In this unit the children will explore the story of Pentecost and the transformation in their lives after receiving the gift of the Holy Spirit.

WHERE THE UNIT FITS IN

This unit builds on some important foundational work in Nursery about the Holy Spirit coming to the apostles of Jesus in the form of wind.

PRIOR LEARNING

It would be helpful if children have:

opportunities to reflect on changes that have taken place in their lives – moments of sadness to moments of happiness.

SKILLS

Listening, drama, dance, sequencing skills, empathetic writing, recognising and interpreting symbolism.

VOCABULARY

Pentecost, Holy Spirit, fire, wind, sadness, happiness.

ASSESSMENT

At the end of this unit:

Most children will know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles. They will also know some of the symbols the Church uses to celebrate the Feast of Pentecost.

Less able children will know some elements of the story of the coming of the Holy Spirit.

More able children will retell the story of Pentecost with confidence. Be able to think about how the Holy Spirit helped the apostles.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

R6 Hear, read and become familiar with the main events, characters and places in the life of Jesus.

Begin this unit of work by recalling Nursery work on Pentecost that sometimes things happen but we can't see why (e.g. effect of wind).

Discuss with children times when they have felt frightened or worried. Why? Circle time – "I felt worried when"

Explain to the children that this was what happened to Jesus' friends when he went away.

Introduce the story of Pentecost by thinking about the disciples locked in the upper room sad and afraid because Jesus had died.

Hear the story of Pentecost in a simple form.

Focus on feelings of the disciples before they received Spirit and after wards.

Use music and movement as a way of expressing the different thoughts and feelings of the disciples.

Create a simple Pentecost dance using powerful classical music for the wind and the fire.

Ask the children to recall the time somebody in their family made a promise to them. What was it like when it came true?

Explain that Jesus had promised to send the disciples the Holy Spirit and that on Pentecost day they remembered that Jesus kept his promise.

Sequence story of Pentecost using pictures. According to ability write accompanying sentences as whole class/groups or individually.

C1 Take part in celebrations which express thanks and praise.

Explore with the children some of the things that happen in church for Pentecost. Revise from Nursery the colour of the feast day and reasons why red might be chosen.

Revisit the sign of the cross and remind the children that we remember the Holy Spirit every time we use our special sign at prayer.

LEARNING OUTCOMES

R6 That Jesus is the Son of God; that Mary heard God and said yes; that the cross is the sign of Jesus' love; that Jesus promised to send the Holy Spirit; that the Bible is God's book.

Hear the story of Pentecost.

Know that Jesus promised to send the Holy Spirit.

Know that Pentecost is the day that the Holy Spirit came to the disciples and is a special celebration for the Church.

C1 That celebrations express thanksgiving, joy, unity and love.

R2 That the Sign of the Cross names Father, Son and Holy Spirit.

Know that the Sign of the Cross is a prayer to God the Father, Son and Holy Spirit.

FURTHER DEVELOPMENT

Ensure that the prayer focus displays the liturgical colour red for Pentecost.

Learn a simple Holy Spirit song.

RELATED SCRIPTURE

Acts 2: 1-4 – The Pentecost Story

OTHER LINKS

Science and geography links:
Look at some of the properties of wind and fire.
Drama and dance and use of music are important links to look at the dramatic coming of the Holy Spirit.

COLLECTIVE WORSHIP

Children to learn a song naming the Holy Spirit.
Revise the Sign of the Cross including the Holy Spirit.
Use symbols and colours of Pentecost in class prayer time.

EVALUATION

What went well?

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

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

ABOUT THE UNIT

In this unit the children will learn about some of the reasons why Christians pray. They will learn about some styles of prayer and be able to reflect on some of their experiences of prayer during the school year.

WHERE THE UNIT FITS IN

The unit builds on children's experience of prayer since coming to school. It also serves as a foundation for further work and reflection on prayer in Year 1 and Year 2.

PRIOR LEARNING

It would be helpful if children have:
some experiences of prayer from their celebrations of the liturgical year.

SKILLS

Listening, discussion, sitting still, writing, speaking and listening.

VOCABULARY

Prayer, talking, praise, thanks, Our Father, Hail Mary.

ASSESSMENT

At the end of this unit:

Most children will know that prayer is an important form of communication with God. They will be able to recall some forms of prayer and say why they are important. They will take part in some in prayer liturgies and write some prayers of praise and thanks.

Less able children will take part in prayer liturgies and know that prayer is a special time for people to spend with God.

More able children will be able to explain in their own words why prayer is a special time with God. They will be able to think of some reasons why Christians praise and thank God. Children will be able to take part in liturgies using different styles of prayer.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

C1 Take part in celebrations which express thanks and praise.

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

C8 To use their own words for prayer.

Set up role play area to include telephone, note pads, Dictaphone or tape recorder, message board. As this is in the summer term this could be a travel agents shop. Discussion: Their activities centre around communicating with others. Brainstorm words which mean talking (e.g. whisper, shout, chatter, etc.)

Children hear that the word prayer is the special word that describes the way we talk to God.

Identify with children prayers that have learned or begun to learn over the year. They say some of these with other children in assembly or with others if they go to church.

Can they tell when people are praying? What have they noticed people do? Recall actions, words and songs.

Recall that during the year they have made up prayers alone or with the class. Do they remember them? Were they written down?

Encourage children at prayer times during this unit to use their own words for prayer in thanks, to ask for help for those who are ill, etc.

Include favourite hymns learned during the year in song. Begin to encourage children to lead the class in prayer. "Today's prayer leader is"

LEARNING OUTCOMES

FURTHER DEVELOPMENT

C1 That celebrations express thanksgiving, joy, unity and love; of the major feasts and seasons of the liturgical year.

Begin to understand how important it is to thank God for his gifts
Be able to take part in a simple celebration with prayers and hymns

C7 Of some traditional prayers of the Church, Sign of the Cross, Hail Mary and Our Father.

Pupils will know that there are special prayers that Christians pray.
Begin to recite the words of the Our Father and the Hail Mary.
Know that the Our Father is a special prayer that all Christians pray.
Know that when we pray we talk to God our Father and we thank God for his gifts of Creation, for families and ourselves.

C8 Of how to pray together; that they can speak to God in formal prayer and in their own words.

Begin to use their own words for prayers to thank God for his gifts and pray for others.

Role play
Creative play
Exploring and extending language
Emergent writing.

Create different environments and prayer focus in the class room for children to experience different styles of prayer.

RELATED SCRIPTURE

Mt. 6: 9-14 – The Story of Jesus Telling His Friends to call God their Father

OTHER LINKS

COLLECTIVE WORSHIP

This unit of work provides a number of ideas for prayer and reflection. It is important that children are given some opportunities to pray the traditional prayers of the Church. Use the Our Father and the Hail Mary as part of your class prayers.

Learn some songs about prayer and simple prayers in the form of hymns during this unit of work.

EVALUATION

What went well?

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

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

FOUNDATION

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UNIT L

CONTINUOUS UNIT

ABOUT THE UNIT

This unit has been designed to be used at different times of the year to enhance the work that has been done in the other units and to support children's knowledge and understanding of prayer.

WHERE THE UNIT FITS IN

Builds on many of the units in the Reception Year.

PRIOR LEARNING

It would be helpful if children:

are able to recall some moments of prayer and reflection that they have participated in.

SKILLS

Reciting prayers, moments of stillness and quietness, listening skills, group work, recognising and interpreting symbolism.

VOCABULARY

Variety of prayer vocabulary.

ASSESSMENT

At the end of this unit:

Most children will know some of the prayers of the Church. They will be able to voice their own prayers and eventually be able to write them. They will understand and be able to explain some of the words used in the prayers of the Church.

Less able children will know words from the prayers of the Church. Be able to make some prayers in their own words.

More able children will be able to recite most of the words of the Our Father and Hail Mary. Understand some reasons why these are important prayers. Write prayers expressing their own thoughts and feelings.

A.T.1 A.T.2

N/a N/a

PROGRAMME OF STUDY

TEACHING STRATEGIES

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

As the year progresses and the children visit different aspects of their RE programme they will be introduced to a range of formal prayers of the Church. It is important that we help the children learn the words with some accuracy and that we have some opportunities to think about the meaning of some of the words, recognising at the same time that some of the concepts will be very difficult for them.

Children should be given lots of opportunities to voice and write their own prayers. In each unit of work make time for prayer and for children to lead and make their own prayer of praise and thanks to God.

During the year there will be occasions when a feast day occurs which is particularly appropriate to this age group.
It may be a local saint or the name of somebody in the class.
Take time to check the saint out with other age groups particularly in the same Key Stage to avoid unnecessary duplication.
Explore with the children the example that the saints set for those who follow Jesus today.

LEARNING OUTCOMES

FURTHER DEVELOPMENT

C7 Of some traditional prayers of the Church, Sign of the Cross, Hail Mary and Our Father.
Begin to use their own words for prayers to thank God for his gifts and pray for others

Know that Jesus had special friends called disciples and that he gave them special names.
Understand that we have been given a special name – a Christian name.
Begin to think of ways that we can share friendship with Jesus today.
Know that some of the friends of Jesus are people we call saints.
Hear and learn a story about some of the saints.

Create displays of words of the prayers the children are learning.

Value the prayers the children write and say. Create class books of the children's prayers.

RELATED SCRIPTURE

OTHER LINKS

COLLECTIVE WORSHIP

Throughout the year, introduce the children to the traditional prayers of the Church during collective worship. Create some special class prayer books that can be used throughout the year as a source of prayer. Write praise, thanks and asking prayers on cards that the children can choose to use in prayer time. Provide some moments of stillness and quiet as part of prayer time. Remember the saints, especially local patron saints during prayer time.

EVALUATION

What went well?

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

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

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