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|  **Lent term 1** **Galilee to Jerusalem - Year 4** |
| **Understand**U4.3.1. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.U4.3.2. Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.U4.3.3. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.U4.3.5. Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.U4.3.6. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. (RVE)**Discern**D4.3.1. Thinking about and discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter and the response of Christians today.D4.3.2. Considering the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement.**Respond**R4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did. (RVE)R4.3.2. Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local  communities? (RVE) |
|  | Lesson 1**UNDERSTAND** | Lesson 2**UNDERSTAND** | Lesson 3**UNDERSTAND / DISCERN** | Lesson 4**UNDERSTAND / RESPOND** | Lesson 5**RESPOND** |
| **Learning Focus**  | **HEAR**Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied. | **HEAR**Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah. | **HEAR / BELIEVE**Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. | **CELEBRATE**Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick. | **LIVE**Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer. |
| **Recall and Retrieval**  | * Know about the life of Jesus and some of the things he said and did.
 | * Know about the story of John the Baptist, and how this links to the life of Jesus.
 | * Know about God’s Kingdom, and have some understanding what this means / looks like.
 | * Know what a Sacrament is, and to recap on what their meaning and significance.
* How Catholics experience God’s forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community
* How the Anointing of the Sick brings God’s strength to help those who are sick.
 | * To know about different prayers that Catholics say, and in the belief that Jesus is the Messiah.
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* About why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied.
 | Key knowledge:Pupils will know:* About some of the links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.
 | Key knowledge:Pupils will know:* About the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.
 | Key knowledge:Pupils will know:* About some religious vocabulary, that describes the Sacrament of Reconciliation and the Sacrament of the Sick.
 | Key knowledge:Pupils will know:* About some of the links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4)
* Why Catholics say the Nicene Creed
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| **Key Skills/disciplinary knowledge** | U4.3.1. Show understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied. | **U4.3.2. Make links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah.** | U4.3.3. Show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. | U4.3.4. Using some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.  | U4.3.5. Make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer. |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | 1. Retell, in any form; *Jesus walks on the water and, with him, Peter (Matt 14:22-33)*
2. Turn and talk activities and whole class discussion - scripture detecting/ Exploring links to the title; Jesus ‘Christ’ (the anointed one)
 | 1. Scripture detectives; *The Baptist’s question (Matt 11:1-15)*
2. Create our own depiction. symbolism?
3. Make links to signs that Jesus is the Messiah.
 | 1. Retell either; *Cure of the woman with a haemorrhage* *(Matt 9:18-26)* or *Cure of two blind men and cure of a demoniac* (Matt 9:27-34)
2. Link the piece of Scripture to the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society
 | 1. Describe the Sacrament of Reconciliation and the Sacrament of the Sick in a form of your choice.
2. Explore how this links to how Jesus showed compassionate healing in mind and body through his ministry.

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.rcdow.org.uk%2Fwp-content%2Fuploads%2F2022%2F01%2FReconciliation-Catholicism-Unpacked-final-new-1.docx&wdOrigin=BROWSELINK>  | 1. *Prayer detecting* of the Nicene Creed – exploring how the words and phrases within link to the belief in that Jesus is the Messiah.
2. Explore, and discuss an artistic depiction of the Nicene Creed;Solemnity *of the Most Holy Trinity*

<https://christian.art/daily-gospel-reading/matthew-28-16-20-2024/>  |
| **Scaffolding** | Use of the *5 W’s* to explore scripture further | Use of the *5 W’s* to explore scripture further Key words available | Have word mats available on tables with key words from the story. Alao, examples of those who are excluded by society | Challenge pupils to find further aspects of information | Exploration of the Nicene Creed through; exploring the 5 W’s – key words and phrases. |
| **Challenge** | Depth of detail | Begin to explore why? | Increased use of religious vocabulary  | Further ways that Jesus showed compassionate healing in mind and body through his ministry. | Explore further – living out the Creed? |
| **Key vocabulary and definition**  | * Messiah
* Christ
 | * Messiah
* Christ parable
 | * God’s KIngdom
 | * Sacrament of Reconciliation
* Sacrament of the Sick
 | * Prayer
* Nicene Creed
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| **Resources** | Children’s bibles <https://christian.art/daily-gospel-reading/matthew-14-22-36-2021/>  | Children’s bibles Teacher notes;<https://youtu.be/fV18QAj6UIY?si=_eQ4hA9mc6sukURy>  | Jesus healed two blind men<https://christian.art/daily-gospel-reading/matthew-9-27-31-2019/>  | <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.rcdow.org.uk%2Fwp-content%2Fuploads%2F2022%2F01%2FReconciliation-Catholicism-Unpacked-final-new-1.docx&wdOrigin=BROWSELINK>  | <https://christian.art/daily-gospel-reading/matthew-28-16-20-2024/>  |
| **Diversity Links** | Explore a variety of artistic depictions of the scripture passage, from a range of cultural viewpoints.  | Explore a variety of artistic depictions of the scripture passage, from a range of cultural viewpoints. | Worldwide exploration of thoses who are excluded by society. | Bishop Patrick’s spiritual theme of *Missionary Discipleship.* |  A prayer for all – reflecting upon; Bishop Patrick’s spiritual theme of *Missionary Discipleship.* |
| **Checking for understanding (summative assessment)**  | Show some understanding of why some people gave Jesus the title ‘Christ’ (the anointed one) by making links with the Scripture studied. | Making links between Jesus’ speech to John the Baptist’s followers and signs that he is the Messiah. | Show an understanding of the belief that Jesus reveals the kind of messiah he is by showing that God’s Kingdom includes those who are excluded by society, making relevant links to the Scripture studied. | An understanding of some religious vocabulary, when describing the Sacrament of Reconciliation and the Sacrament of the Sick. | To know, and make links between the belief in that Jesus is the Messiah and the Nicene Creed. |

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|  **Lent term 1****Galilee to Jerusalem - Year 4** |
|  | Lesson 6**UNDERSTAND / DISCERN** | Lesson 7**UNDERSTAND / DISCERN** | Lesson 8**DISCERN** | Lesson 9**DISCERN / RESPOND** | Lesson 10**RESPOND** |
| **Learning Focus** | **BELIEVE/LIVE**Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. | **HEAR / CELEBRATE / LIVE**Thinking about and discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter and the response of Christians today. | **BELIEVE / CELEBRATE / LIVE**Considering the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement. | **BELIEVE**Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities? | **RESPOND****Celebration of the Word** **Assessment – Knowledge capture** |
| **Recall and Retrieval**  | * Know about different Christian groups and organisations that help, and work with the poor, and marginalised.
 | * To be familiar with Peter’s profession of faith (Matt 16:13-26)
 | * Know what a miracle is, and be familiar with some of those that Jesus performed.
 | * Know about some scripture which tells us more about how Jesus served others in his life.
 | * Complete a knowledge capture of the key knowledge outlined on the knowledge organiser.
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| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* About the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love.
 | Key knowledge:Pupils will know:* About and be able to discuss answers to Jesus’ question, ‘Who do you say I am?’, considering the response of Peter and the response of Christians today.
 | Key knowledge:Pupils will know:* How to express a point of view, supported by relevant reasons, in response to the statement; ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’
 | Key knowledge:Pupils will know:* About how Jesus serves others and be able to discuss how Christians can follow this example today.
 | Key knowledge:Pupils will know:* Know the core knowledge outlined throughout the unit.
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| **Key Skills/disciplinary knowledge** | U4.3.6. Describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. (RVE)R4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did. (RVE) | D4.3.1. Thinking about and discussing answers to Jesus’ question, ‘Who do you say I am?’, consider the response of Peter and the response of Christians today. | D4.3.2. Considering the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91), expressing a point of view, supported by relevant reasons, in response to this statement. | R4.3.2. Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities? (RVE) | R4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did.R4.3.2. Considering how Jesus serves others and discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?  |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | *Mini research* project on; the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Sr Julie Driscoll and the House of Ruth) | Create a collage / artistic depiction reflecting*;* *‘Who do you say I am?’*See below | *‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’* – explore a range of ways to depict this – possible debate / conscience ally activity? | Consider, and record how Jesus served others - discussing how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?Based on these discussions, devise *A Charter to Life By* | 1. Complete a knowledge capture of the core learning outlined from the knowledge organiser. 2. Plan and prepare for class collective worship. |
| **Scaffolding** | Particular focus on a specific person or organisation who / that has been inspired by Jesus. | Provide key words and phrases | Sentence hooks / starters;*Live out by……**In the words of Pope Francis….**I would decide to…. because….*  | Key words and phrases | The *knowledge capture* will be independent work. Children with any writing barriers can either type their responses or record them verbally. |
| **Challenge** | Explore further links to religious sources e.g. prayer and liturgy.  | An additional explanation alongside the artistic depiction  | Explore further reasons / links | Explore further reasons / additional links | Use their planning and evaluation skills to support others during the class prayer and liturgy session.  |
| **Key vocabulary and definition** | * Marginalised
* Societal attitudes
* Virtues
* Values
 | * Christian
* Faith in Action
 | * Kingdom of God
* Humankind
 | * Communities
* Serving
* Service
 | Revisit and review all vocabulary from the unit of work. |
| **Resources** | [ST FRANCIS LEPROSY GUILD - Home](https://www.stfrancisleprosy.org/?gad_source=1&gclid=EAIaIQobChMIkojYir36iQMV05JQBh20bzDSEAAYASAAEgKdgfD_BwE) | *‘Who do you say I am?’*See below | Animated Children's Bible Stories<https://youtu.be/pKcTXDgt5iI?si=SMnW_a6GerLD3r3q>  | Background notes;<https://youtu.be/-IWgKFHqLhA>  | Assessment resourcesPrayer and liturgy planning and evaluation resources |
| **Diversity Links** | The work of a person or organisation (worldwide) who has been inspired by Jesus, work with those marginalised by societal attitudes to illness. | The Universal church meaning of; *‘Who do you say I am?’* | Miracles for all, not just the few | Exploration of serving others from a culturally diverse and global perspective |  |
| **Checking for understanding (summative assessment)**  | Know about different prayers we say, and especially the Our Father prayerKnow about the Kingdom of God | Know about different prayers we say, and especially the Our Father prayerKnow about the Kingdom of God | Know about the life of a saint who worked to build the kingdom of God. | • Show some understanding of the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. | Outcomes from the assessed task and responses during prayer and liturgy. |

