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| **Advent Term 2**  **Prophecy and Promise**  **Year 2** | | | | | | |
| **Age 7 Learning outcomes:**  5**.Know that** the Christian Bible is split into two parts, the Old Testament and the New Testament.  6.**Know that** St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.  7.**Recognise** that the Church teaches that Mary is the mother of God who prays for them and with them.  8**.Describe** some ways that Christians prepare for Christmas during Advent and Easter during Lent.  9.**Recognise** that everyone is tempted to make bad choices (sin), but God loves and forgives all people.  **Discern**  By age 7, pupils will begin to develop critical and creative skills in religious education, by expressing personal views and responses to what they have studied and exploring their ideas and reasons for their opinions. Teachers will introduce pupils to picture language, imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will encounter reflective opportunities to experience wonder. They will reflect on their personal experiences in light of learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.  **Respond**  By age 7, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas, listening to the views and opinions of others, and reflecting on what they have heard. They will consider what forgiveness and reconciliation mean in their own lives, the lives of their families and community, and the wider world. Pupils will spend reflective time to experience awe and wonder about what they have studied. Pupils will be invited to respond through individual or collective prayer, singing, or music. Pupils will think about how what they have studied has implications for their own lives and the lives of others locally and globally.  **Understand**  U2.2.1. Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.  U2.2.2. Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.  U2.2.3. Identify Zechariah’s special message about John’s future (Lk 1:76).  U2.2.4. Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.  U2.2.5. Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.  U2.2.6. Describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE) | | | | | | |
| **Big Question : How do we prepare for Jesus’s birth?**  **PLEASE NOTE I HAVE ARCHIVED LAST YEARS PowerPoint slides – these can be edited and changed by the resource creator.** | | | | | | |
|  | Lesson 1  **UNDERSTAND** | Lesson 2  **RESPOND** | Lesson 3  **UNDERSTAND** | Lesson 4  **UNDERSTAND** | Lesson 5  **UNDERSTAND / RESPOND** | Lesson 6  **UNDERSTAND** |
| **Learning Focus** | **HEAR**  Know that a prophet or prophetess communicates God’s message – inspired by the Holy Spirit and that Isaiah is a prophet (spoke of Jesus long before he was born). | **LIVE**  Using artistic expressions to create a personal response to Isaiah’s picture language about light and darkness | **HEAR / BELIEVE**  Know that a prophet or prophetess communicates God’s message – inspired by the Holy Spirit and that John the Baptist is also a prophet – the annunciation of John the Baptist. | **HEAR**  Retell with increasing detail the accounts from the Annunciation of Jesus. | **CELEBRATE**  Know that the Church teaches that Mary is the mother of God who prays for them and with them – The Magnificat | **HEAR**  Retell with increasing detail the birth of John the Baptist. Identify Zechariah’s special message about John’s future. |
| **Recall and Retrieval** | Who gives us messages?  What do you know about the Holy Spirit? (Year 1) | What story have we heard about light and dark? (Creation Story Yr 2 Advent 1)  Who is the light of the world? ( Year 1 Pentecost 1) Turns and Talks | What special name did we give God’s messenger Issiah?  Use ‘Prepare Ye” from Godspell. Children identify links to John the Baptist (Prior learning about the Baptism of Jesus). | What did John the prophet John the baptist say about Jesus? | Who was Mary? Can you remember any of her story? | Last year the pupils learnt many stories from the gospel of Luke. Can they remember the name. How many gospels are there ( Year 1) |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * What a prophet is, drawing on Isaiah and John the Baptist as examples * That a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. | Key knowledge:  Pupils will know:   * About Isaiah’s picture language about light and darkness (Is 9:1-2) and make simple links with Jesus. * That the Church teaches that the person Isaiah spoke of was Jesus long before he was born. | Key knowledge:  Pupils will know:   * What a prophet is, drawing on Isaiah and John the Baptist as examples * That a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. | Key knowledge:  Pupils will know:  • Know that the Christian Bible is split into two parts, the Old Testament and the New Testament.   * Retell, with increasing detail, one of the religious accounts from the Annunciation | Key knowledge:  Pupils will know:   * That the Church teaches that Mary is the mother of God who prays for them and with them. | Key knowledge:  Pupils will know:   * Know what is meant by the Acts of the Apostles a * That St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church. |
| **Key Skills/disciplinary knowledge** | U2.2.2. Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.  U2.2.3. Identify Zechariah’s special message about John’s future (Lk 1:76). | **R2.2.32** Using artistic expressions to create a personal response to Isaiah’s picture language about light and darkness (Is 9:1-2). | U2.2.2. Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.  U2.2.3. Identify Zechariah’s special message about John’s future (Lk 1:76). | U2.2.1. Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. | U2.2.5 Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.  R2.2.1 Talking about Mary’s prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent147 or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). (RVE) | U2.2.2. Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | 1. Use video clip to introduce what a prophet is (someone who communicates God’s message/speaks God’s Word), linking with previous learning about Noah. [What is a Prophet? | Animated Scripture Lesson for Kids (youtube.com)](https://www.youtube.com/watch?v=vtAuCTArGO4&t=170s) 2. In books children are to write a sentence to describe what a prophet is and the type of things the prophets tell us:   A prophet is…  Prophets told people…  (give instructions, warn, foretell things that will happen, speaks for the Lord)   1. Puzzle of Isaiah chopped up on tables, with examples of what Isaiah said on the reverse. Children read the example and make a picture of Isaiah. 2. Review learning about Isaiah using video: [Isaiah | God's Story - YouTube](https://www.youtube.com/watch?v=e-hZA0f0RH8) 3. On a scroll, children are to explain who Isaiah was and some of the things he said.   \_\_\_\_\_\_ is a prophet who said…  Add to a timeline of ‘Preparing the way” to add to visually over the unit. | 1. Gather: Phil Collins ‘In the Air Tonight’. Gather in a darkened space. 2. Read Isaiah 9: 2-6 with the children and discuss it’s meaning (e.g. linking the darkness to sin and the light to Jesus). 3. Show examples of artistic expressions of Isaiah’s picture language about light and darkness and make personal responses:   (Sieger Koder, McCrimmons, Stained Glass Windows)  What can you see?  What do you think it represents?  How does it make you feel?   1. Children create their own artwork based on the Scripture from Isaiah (Scratch Paper, Black Card and Chalks, Paper and Paints). Provide children with a strip of scripture to add to their artwork. 2. Children create a ‘gallery plaque’ to be hung under their painting to explain what it represents and what it is trying to speak/communicate to people.   “In this piece…” | 1. Use Jen Norton’s image of John the Baptist and explain that John the Baptist is a figure we find in the New Testament but is also a prophet. 2. Use the video: [God's Story: John the Baptist (youtube.com)](https://www.youtube.com/watch?v=7NMHOLPWeTM&t=16s) 3. Let’s go back to the beginning, to the time before John the Baptist was born. Retelling the annunciation of John the Baptist, using the animation: <https://youtu.be/42fuDouQza4> 4. Children retell the story of the Annunciation of John the Baptist using images from the video to sequence. (Stop at this point) | 1. Visio Divina using image of the Annunciation. What can you see? What story is being shown in this picture? Explain that in the painting, we can see Mary at the moment the Angel Gabriel asked her to be Jesus’ mother and she said, “Yes!” How do you think Mary felt when she saw Gabriel? The word annunciation sounds like ‘announcement’. What do you think the angel might announce to Mary? God chose her out of everyone in the world. Mary was free to say yes or no. She was nervous and confused but she trusted in God. 2. Read the Scripture of the Annunciation (Luke 1: 26-31, 38). 3. Children retell the story of the annunciation using a word bank to support. | 1. Share the story of the Visitation with the children using Sieger Koder’s painting on the IWB (Luke 1:39-45; Luke 1: 46-55). 2. Discuss Mary’s prayer/song of praise, the Magnificat (Lk 1:46-50, 53), the meaning of each line and how they can make the world fairer. 3. In groups of 4, children are given a section of the Magnificat to mime/role-play and perform as a class from beginning to end. (Use CJM version of Magnificat). | 1. Recap: Who is John the Baptist? (Prophet, cousin of Jesus, Son of Elizabeth and Zechariah). Verbally retell what happened at the Annunciation of the birth of John the Baptist, with images on the IWB. 2. Explain that now we’ll hear the next part of the story, using the animation:   <https://youtu.be/42fuDouQza4>   1. Children retell the story of the birth of John the Baptist using images from the video to sequence. |
| **Scaffolding** | Have word mats available on tables with key words, drawing on Isaiah and John the Baptist as examples. | Scripture detecting approach – exploring the 5 W’s | Have word mats available on tables with key words, drawing on Isaiah and John the Baptist as examples. | Have word mats available on tables with key words from the story  Speech Bubbles for pupils to add to the picture to show what Mary and Angel Gabriel said. | Refer to a copy of the Magnificat prayer | Provide pupils with sentence starters for describing / retelling the birth of John the Baptist |
| **Challenge** | Discern: Which do you think is the most important message that Isaiah had to tell? | Explore further - why you think it speaks to the people |  | Do you think God knew that Mary would say, “Yes”?  What do you wonder about this story of the Annunciation?  It is always easy to say | Compose your own Magnificat for today, giving some simple reasons for your ideas | Begin to explore why? |
| **Key vocabulary and definition** | Prophet  Prophetess  Message  Isaiah  John the Baptist | Prophet  Message  Isaiah  Picture Language  Sin | Annunciation  John the Baptist  Zechariah  Elizabeth  Priest  Temple  Angel Gabriel  dumb | Annunciation  Angel Gabriel  Messenger  Mary  Nazareth  Jospeh  Rejoice  Blessed  Afraid  Jesus  Cousin  Elizabeth | Annunciation  Magnificat  Visitation  Elizabeth  Mary  Womb  Lowly  Blessed | John the Baptist  Zechariah  Elizabeth  Priest  Temple  Angel Gabriel  dumb |
| **Resources** | Children’s bibles - Isaiah and John the Baptist  <https://christian.art/all-gospel-readings/> | Christian art - Isaiah’s picture language about light and darkness <https://christian.art/all-gospel-readings/> | Children’s bibles - Isaiah and John the Baptist | Children’s bibles - one of the religious accounts from the Annunciation. | Copy of the Magnificat prayer  <https://missio.org.uk/primary-school-resources/> | Children’s bibles - the birth of John the Baptist |
| **Diversity Links** | Link to other World Religions, such as the role and importance of Prophet Muhammad in Islam and link with Judaism. |  |  |  | Talking about Mary’s prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent147 or what choices they could make in Advent to support local and global communities in need and to care for Creation |  |
| **Checking for understanding (summative assessment)** | Show some understanding of what a prophet is, drawing on Isaiah and John the Baptist as examples  Use icon of- prophets and Nativivity of Jesus. What is a prophet. | Show some understanding about Isaiah’s picture language about light and darkness (Is 9:1-2) and make simple links with Jesus. | Who was John the Baptist?  Why do you think Zechariah was made dumb? | How was Mary’s response to the Angel Gabriel different to Zechariah’s? | Live Exit Ticket: Provide children with three lines from the Magnificant and the children describe how they can live this out to make the world fairer:   1. He fills the starving with plenty. How can you make sure that everyone has enough? E.g. starved of love, lonely, isolated etc. 2. He raises the lowly. How can you put others before yourself? Link to CST. 3. He casts the mighty from their thrones. How can you stand up for others? 4. But empty sends the rich away. How can you give to others during Advent? | Why did Zechariah get his speech back? (Trusted in God, believed in the Angel’s message, showed faith). |

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| **Advent Term 2**  **Prophecy and Promise**  **Year 2** | | | | | |
|  | Lesson 7  **UNDERSTAND** | Lesson 8  **\*DIALOGUE & ENCOUNTER** | Lesson 9  **DISCERN** | Lesson 10  **UNDERSTAND / DISCERN** | Lesson 11  **RESPOND** |
| **Learning Focus** | **BELIEVE/LIVE**  Know and describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent  Know about some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus’ coming. | **LIVE**  Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE) | **BELIEVE**  Listening to different traditions and interpretations of the meaning of the Advent wreath. (RVE) | **HEAR / BELIEVE**  Retell, with increasing detail, the birth of Jesus from the Gospel of Luke. | **RESPOND**  **Celebration of the Word**  **Assessment – Knowledge capture** |
| **Recall and Retrieval** | * Know that everyone is tempted to make bad choices (sin), but God loves and forgives all people. | * Know some ways that Christians, and others prepare for Christmas during Advent | What can they remember abut an advent wreath ( EYFS) | Use Nativity play to recall the story of Jesus' birth |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know: Know that Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.   * some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent * know about some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus’ coming. | Key knowledge:  Pupils will know:   * how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. | Key knowledge:  Pupils will know:   * the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. | Key knowledge:  Pupils will know:   * Some of the ways that Christians prepare for Christmas during Advent * That Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. | Key knowledge:  Pupils will know:  • Know the core knowledge outlined throughout the unit. |
| **Key Skills/disciplinary knowledge** | U2.2.6 Describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE) | **D2.2.3** **Talking about** how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE) | D2.2.4 Listening to different traditions and interpretations of the meaning of the Advent wreath. (RVE) | U2.2.1 Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.  D2.2.2 Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt. |  |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | Show the children a liturgical calendar and talk about the seasons of the Church’s year, the liturgical year, pointing out the place of Advent.  The most important preparation is the preparation that Christians make in their hearts.  Advent is four weeks of preparing for the birth of Jesus and there are many ways that Christians can prepare.  Talk about the Advent calendar and how it helps to remind people to do something to prepare for Christmas.  Explain the tradition of the advent wreath, showing the children the advent wreath from the prayer area.  **Create Advent Wreaths with the children, discussing each symbol as it is added:**  The circle of the wreath has no beginning and no end, just like God’s everlasting love for us.  The wreath is made of evergreens, which is a symbol eternal life.  Holly also has a special Christian symbolism: the prickly leaves remind us of the crown of thorns, worn by Jesus.  The circle of the wreath, which has no beginning or end, symbolises the eternity of God.  The four candles represent the four weeks of advent. Three candles are purple and one is rose. The purple candles in particular symbolise the prayer, penance and good works undertaken in this time.  The rose candle is lit on the third Sunday, Gaudete Sunday, this time of rejoicing, because this is the midpoint of advent, when the preparation is now half over and Christmas is near.  Lighting the candles signifies Christ, the Light of the world. | Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas.  Possibly a collage of ideas and depictions? | Describe the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.  Make an Advent wreath in different traditions?? | Retell, with increasing detail, the birth of Jesus from the Gospel of Luke | 1. Complete a knowledge capture of the core learning outlined from the knowledge organiser.  2. Plan and prepare for class collective worship. |
| **Scaffolding** | Advent wreath – meanings associated | Las Posadas – further insight and information | Advent wreath – meanings associated | Have word mats available on tables with key words from the story | The assessment task will be independent work.  Children with any writing barriers can either type their responses or record them verbally. |
| **Challenge** | Explore some simple reasons why? | Explore some Why? questions | Explore some simple reasons | Increased use of religious vocabulary | Use their planning and evaluation skills to support others during the class prayer and liturgy session. |
| **Key vocabulary and definition** | Advent  Advent wreath | Advent  Advent wreath | Advent  Advent wreath | Advent  Advent wreath  Annunciation | Revisit and review all vocabulary from the unit of work. |
| **Resources** | Advent resources RCDOW  Catholicism Unpacked | Las Posadas – further insight and information  <https://kids.britannica.com/kids/article/Las-Posadas/625672> |  | Christian art - the birth of Jesus from the Gospel of Luke  <https://christian.art/all-gospel-readings/> | Assessment resources  Prayer and liturgy planning and evaluation resources |
| **Diversity Links** | Advent Wreaths around the world | How other cultures prepare for Advent |  |  |  |
| **Checking for understanding (summative assessment)** | • Know some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent | •Know some ways that Christians, and others prepare for Christmas during Advent | • Show some understanding of the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. | Retell, with increasing detail, the birth of Jesus from the Gospel of Luke.  Know that Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. | Outcomes from the assessed task and responses during prayer and liturgy. |