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| Pentecost Term 1  **To the Ends of the Earth**  **Year 1** |
| **Learning outcomes:**  2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God 4. Encounter the story of the life of Jesus in an age-appropriate way and recognise what it reveals about Jesus (e.g., for Christians, the Christmas story reveals God’s love by sending Jesus his Son). 6. Recall and retell, in any form, some of the scriptural stories and accounts studied 9. Identify some people who encounter Jesus and recall how they recognise that he is special. 10. Recognise simple connections between Jesus’ message and how Christians are called to live and tell people about God’s love today (e.g., care for Creation and the poor). 12. Make simple connections between the stories in the scriptures and the seasons of the Catholic Church’s year (e.g., Jesus’ time in the desert and the season of Lent). 13. Encounter the symbols used in prayer and liturgies that are sacred signs reminding Christians of God’s love and blessings, such as ashes on Ash Wednesday or candles.  14. Encounter some of the Church’s holy days and know what makes them memorable.  15. Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus    **Understand**  U1.5.1.Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4).  U1.5.2.Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).  U1.5.3.Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke’s Gospel (Lk 4:16-19). (See branch 3.)  U1.5.4.Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays. (RVE)  **Discern**  D1.5.1. Imagining how the apostles felt during the events following the Resurrection.  D1.5.2. Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., ‘God’s spirit hovered over the water’ (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)).  D1.5.3. Looking at and discussing ways the Holy Spirit is described in art or music. (RVE)  D1.5.4. Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures. (RVE)  **By age 6, pupils will be exposed to opportunities to think creatively and critically about what they have studied through art and music, drawing on the global Christian tradition. They will talk about what they have learned, exploring their learning through asking questions, wondering, and imagining. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance**  **Respond**  R1.5.1. Thinking about why prayer is an important part of life for many people. (RVE) R1.5.2. Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so.  R1.5.3. Considering how Christians announce the Gospel to others through their words and actions.  **By age 6, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas and listening to the views and opinions of others. They 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.**  **Hear**  By the end of this unit of study, pupils will have encountered the following key texts:  • The road to Emmaus (Lk 24:13-35)  • Promise of the Spirit and the Ascension (Acts 1:1-11)  • Pentecost (Acts 2:1-4)  **Believe**  By the end of this unit of study, pupils will know that the Church teaches:  • When people open their hearts to the Holy Spirit they are changed, as the apostles are changed.  • The mission of the Church begins at Pentecost.  **Celebrate** By the end of this unit of study, pupils will know:  • That the Church celebrates the Ascension and Pentecost on special days of celebration (holy days of obligation).  • The words of the ‘Glory Be’ prayer.  • An age-appropriate hymn referencing the Holy Spirit.  **Live**  By the end of this unit of study, pupils will know:  • How Pentecost is celebrated in another part of the world.  • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity. |
| **How is the Holy Spirit important to me?** |

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|  | **Session 1**  **HEAR**  **LK 24:13-35** | **Session 2**  **HEAR/BELIEVE**  **LK 24:13-35** | **Session 3**  **HEAR/BELIEVE/CELEBRATE**  **Acts 1:1-11** | **Session 4**  **HEAR/BELIEVE**  **Acts 2:1-4** | **Session 5**  **CELEBRATE/LIVE** |
| **Learning Focus** | **Sequencing Jesus’ story**  **To simply sequence the story of Jesus studied from earlier branches.** | **Road to Emmaus  To retell with increasing detail the story of the Road to Emmaus imagining how the disciples felt.** | **Promise of Holy Spirit/Ascension**  **To retell with increasing detail the story of the promise of the Holy Spirit and the Ascension.** | **Pentecost Story**  **To retell story of Pentecost and imagine the thoughts and feelings of the apostles.** | **Pentecost Around the World   To listen and ask questions about the experiences of how others celebrate Pentecost around the world.** |
| **Recall and Retrieval** | Recall what happened at the end of Branch 4 – use the questions as prompts. | Word bank game – key words around the classroom or on the board: children to pick/find a word and put it into a sentence. | Recall the feelings of the disciples on the Road to Emmaus. | What were we promised? Give children a multiple choice.  Where have we heard about the Holy Spirit before? | What key words/ events can we remember from the Pentecost story as a class. Tick the words off as they come up in the Pentecost song |
| **Sequence of knowledge throughout the lesson** | Know that the stories that we have learn go in order: Birth of Jesus, Presentation, finding in the temple, announcing his mission, call of the disciples, little children, Zacchaeus, Jesus death and resurrection.  Know that the story did not end there.  Hear the story of the road to Emmaus. | Know and retell with increasing detail The Road to Emmaus.  Know that the disciples’ emotions changed during the story  Know that the apostles changed due to the encounter. | Know the that we were promised the Holy Spirit.    Know that the Holy Spirit is not something that we can see.  Know the story of the ascension.  Imagine how the disciples felt.  Know that we have encountered the Holy Spirit in other stories- Creation Branch 1, annunciation Branch 3  Know that the ascension is a special day for Catholics. | Pentecost Story  Know that we have encountered the Holy spirit in other stories- Creation Branch 1, annunciation Branch 3 and now Pentecost  Know the story of Pentecost.  Know that the Holy Spirit changed the Disciples. | Know the story of Pentecost.  Know that Pentecost is a very special day and is celebrated around the world. |
| **Key Skills/disciplinary knowledge** | U1.5.2. | U1.5.1. D1.5.1 | U1.5.1  U1.5.4  D1.5.1  D1.5.2 | U1.5.1  D1.5.1  D1.5.2 | D1.5.4 R.1.5.3 |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | * Begin with getting children to discuss what they know about Jesus’ life. Can you remember what happened. Prompt children with Jesus’ birth and what happened next. * If wanted, get a range of different items to use as a whole class activity: sand, rocks, bread, crucifix, palm branches, baptism items, temple etc. Ask children what they might mean? How does this relate to Jesus’ life? See if children are able to review and retrieve information from previous branches 2-4. * In groups, get children to explore a range of events in Jesus’ life – can children recall what they represent/what happened/why was it important? * Draw children’s attention to the different events and discuss what happened in each. * In the same groups, get children to sequence how they think they may be then, create a class timeline of this on display to add to. It will be referred to throughout the branch. Use pictures used in branch 3 to help recall ( pick up off previous PP) Make this an active session.   Independent activity: Children to create a ‘journey’ trail/timeline sequencing the pictures of Jesus’ life.  Explain that the story did not end with Jesus’ death and his resurrection on Easter Sunday. What do you think happened next? Discuss and ask some wondering questions.  Photograph and display  (No write lesson if wanted) | * Ask children if they have ever been on a journey. Where? How did it feel making that journey? Was it a nice journey? * Show a map of the journey/road to Emmaus – ask children what they think this might show? What do you think might happen on the road? * Read the Scripture – The Road to Emmaus (in resources) * Use the visuals of the map- freebibleimages and visual guide to retell together. Ask children questions about the story. - When do you think this story happened?  - How did the followers of Jesus feel walking along the road? Why?  - What did they say to Jesus? How did they feel?  - Did they recognise Jesus? Why not? - What did Jesus say to the followers when they explained what had happened?  - What did the followers offer for Jesus?  - What did Jesus do at the table? How did it make the followers feel? How would you feel? * Give children the opportunity to act this out in small groups, identifying and reiterating the questions and thoughts/feelings of the followers of Jesus. * Identify as a class the key parts of the story – Walking along the road, talking to Jesus, Jesus explaining the scriptures, inviting and sitting to dinner (breaking of bread), disciples amazed.   Children to create a lapbook style of each part of the story. Writing in their own way what happened.   * Bring children back to the carpet and take the children’s work to talk through the story. Children to discuss how the disciples felt at each part. Recognising the emotions of the disciples. Discuss how the disciples changed when they realised.   On top of the writing, place the flaps to stick on top of the writing area – children to draw faces to represent the emotion for each part. Children could write some feeling words to go with this. | * Display the words of the sign of the cross – in the name of the Father, the Son and the Holy Spirit. * Ask what is the Holy Spirit? Explore ideas with the class. You may wish to how images of the Holy Spirit. Teacher to say it’s not something we see it is something we feel the power of. * Explain to the children that the Holy Spirit helps us on the inside – our feelings that then can help with our actions. * Reiterate and look at the sequencing of Jesus’ life from Lesson 1. Ask children what we know about Jesus. * Read the Scripture passage: Acts1:1-11. This could be done with children reading along with you one between two (children could highlight some special words that they hear) or this could be done in a form of Lectio/Guided Meditation. * ACTIVITY ONE: Show artwork surrounding of the Promise and work in groups – ask children what it shows, what words come to mind? What words can you think of from the Scripture. Discuss in more detail the Promise of the Holy Spirit. Discuss how the disciples must have felt hearing this (include things like confused, unsure, nervous). RETELL THE STORY ORALLY. * ACTIVITY TWO: Share a range of artwork showing the Ascension. Discuss how the images look – often power of light etc. Ask children what is shows, any words that come to mind or words from the Scripture. Help children begin to form links with the Scripture. Discuss how the disciples felt witnessing this. RETELL THE STORY ORALLY. * Bring children back to the carpet – explain to the children that in the Catholic Church, the Ascension is a very special day, a day with Catholics go to church. Ask children why this might be? To show how important Jesus going to Heaven is, and to celebrate! This is a holy day of obligation (BELIEVE/CELEBRATE)   Children to have two sides: Promise/Ascension. Children make a wordle and put key words from Scripture/feeling words on either side. | * Reiterate the Holy Spirit, who is the Holy Spirit? When have we come across the Holy Spirit before? Get children to discuss and feedback. Creation (Branch One) Annunciation (Branch Two), Visitation (Branch Two) etc. * Ask children how we often see the Holy Spirit. Children to recall images they have seen or prior knowledge. * Talk about how you think someone might change if they receive the Holy Spirit - is it going to be good/positive, or bad/negative? Why do you think this? How do you think the Holy Spirit might help? How might they change? * OPTIONS:  1. Use the Scripture to reenact Pentecost with the children in a circle, lights down etc. Introduce and use instruments to help with this.  2. Use video to share the Pentecost story for the first time. * Give children the opportunity to role play and act this out in groups. Instruments could be used to support this. * Children work in groups at tables, use beginning, middle and end graph to examine the disciples emotions and talk about feeling/emotion words. Identify how the Holy Spirit changed the disciples. (You may wish to rewatch the video/watch for the first time) to show the emotion/facial expressions. * Draw children together and discuss what happened. Reread the Scripture again with the children. Can the children identify when the Holy Spirit arrived, how did they know? * Using art of Pentecost, give children time to ask their own wondering questions. * Explain to children that this is a special day in the Catholic Church… it’s the Church’s birthday! Ask children why this might be? Discuss that this is te start of the church because of the disciple going out and spreading the good news… the day the Catholic Church started. The Disciples had the courage to go out and tell people. * Model being the disciple and hot seat some dialogue to explain the story ready for children to write.   Children to write a letter as the disciple to say what happened.  Use a before/after chart to identify how the disciples changed. | * Have balloons all around the classroom; happy birthday signs etc. Start with a birthday card, ask children why we might have a birthday card. See if children have recalled that Pentecost in the Church’s birthday. * Explain again that this is a special day in the Catholic Church – Holy day of obligation, and we go to church! * Discuss that lots of countries around the world celebrate Pentecost in different ways. Retrieve previous learning on traditions around the world for Lent and discuss what they might see for Pentecost. * *Websites listed below can support the different traditions used (choose depending on the diversity of your classes). Examples also on the PowerPoint if wanted.* * Have a carousel of activities around the classroom – children to explore the different celebrations. Put large pieces of flip chart paper and coloured pens for children to ask their own questions about the celebrations. * After some time, gather children together and try and answer some of the questions about the celebrations from around the world.   Children to have ‘photograph’ template, draw the picture that the photograph would take of the celebration. Children write about what the celebration is and from where. |
| **Adaptive teaching** | Support during the session with added pictures to aid memory. | Order the picture of the story.  Choose the correct pictures of the story.  Use widget/ draw emotions. | Use pictures to retell the story | Table of before and after: children to write feelings of disciples before, feelings of disciples after. Could be a sorting activity. | Choose one tradition and ask the children to draw about what they have learnt. |
| **Challenge** | Can the pupils create short captions to help with all the retells.  Recall in increasing detail | Pupils to express why the disciples were feeling that way and relate this to themselves and their own thoughts. | Retell in increasing detail expression how the disciples felt | Retell with increasing detail adding on the disciples emotions. | Give written extended opinions. |
| **Key vocabulary and definition** | Gospel  Jesus | Gospel  Emmaus journey | Ascension  Holy Spirit | Pentecost  Holy Spirit | Pentecost  Traditions  Celebrate |
| **Resources** | Pictures from branch 3 – scale depending on how the lesson will be conducted. All on Slides | <https://bibleatlas.org/road_to_emmaus.htm> Map    Story map/ visual guide from previous lesson.  <https://bibleatlas.org/road_to_emmaus.htm> | <https://www.freebibleimages.org/search/?s=the+Ascension>  <https://artuk.org/discover/stories/what-is-the-ascension-jesus-heavenward-journey-in-art>  Teacher knowledge <https://diolc.org/wp-content/uploads/2020/04/Parents-Teacher-Resources-Kindergarten-Sign-of-the-Cross-12.31.19.pdf> | [**https://www.youtube.com/watch?v=gYGnYkhFjME**](https://www.youtube.com/watch?v=gYGnYkhFjME)  <https://www.freebibleimages.org/search/?s=Pentecost>  <https://www.youtube.com/watch?v=CBQyw_1Wc_A> Pentecost song | [**https://epicpew.com/celebrating-pentecost-around-the-world/**](https://epicpew.com/celebrating-pentecost-around-the-world/)  [**https://embraceme.org/blog/pentecost-in-the-middle-east**](https://embraceme.org/blog/pentecost-in-the-middle-east)  [**https://blogs.transparent.com/polish/zielone-swiatki-whit-sundaypentecost/#:~:text=Pentecost%20is%20called%20%E2%80%9Cthe%20Green,drinking%20of%20%E2%80%9CWhitsun%20ale%E2%80%9D**](https://blogs.transparent.com/polish/zielone-swiatki-whit-sundaypentecost/#:~:text=Pentecost%20is%20called%20%E2%80%9Cthe%20Green,drinking%20of%20%E2%80%9CWhitsun%20ale%E2%80%9D)**.**  [**https://www.catholicworldreport.com/2022/06/06/22000-young-people-pray-for-peace-at-catholic-festival-in-poland/**](https://www.catholicworldreport.com/2022/06/06/22000-young-people-pray-for-peace-at-catholic-festival-in-poland/) |
| **Diversity Links** | Range of art from diverse artists |  |  | Different images.  Greeting in different languages. | Pentecost around the world. |
| **Checking for understanding (summative assessment)** | Do the pupils:  Birth of Jesus, Presentation, finding in the temple, announcing his mission, call of the disciples, little children, Zacchaeus, Jesus death and resurrection.  Know that the story did not end there. | **Do the pupils:**  Know and retell with increasing detail The Road to Emmaus.  Know that the disciples’ emotions changed during the story  Know that the apostles changed due to the encounter. | Do the pupils:  Know the that we were promised the Holy Spirit.    Know that the Holy Spirit is not something that we can see but feel.  Know the story of the ascension.  Know that the ascension is a special day for Catholics. | Do the pupils:  Know that we have encountered the Holy spirit in other stories- Creation Branch 1, annunciation Branch 3 and now Pentecost  Know the story of Pentecost.  Know that the Holy Spirit changed the Disciples? | Do the pupils:  Know that Pentecost is a very special day and is celebrated around the world.  Know that people around the world celebrate Pentecost in different ways. |

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|  | **Session 6**  **BELIEVE/CELEBRATE** | **Session 7**  **CELEBRATE/BELIEVE/LIVE** | **Session 8**  **CELEBRATE/LIVE** | **Session 9**  **BELIEVE/CELEBRATE/LIVE** | **Session 10**  **BELIEVE/CELEBRATE** |
| **Learning Focus** | **Mission**  **To know that Pentecost is the start of the Church’s mission and make simple links to the mission of Jesus announced at the beginning of Luke’s Gospel. (LK4:16-19)** | **Art/Music**  **To look at and discuss ways the Holy Spirit is described in art or music**  **To know that Catholics celebrate the ascension of Jesus and Pentecost on special days called Holy Days** | **Music – Glory Be**  **To celebrate and hear the words of the Glory Be Prayer**  **To respond to the Glory Be using art and music.** | **Prayer and Knowledge Capture Lesson**  **To think about why prayer is an important part of life for many people**  **To think about how people open their hearts to the Holy Spirit and can change like the apostles did.** | **Celebration of the Word**  **Hearing the words of the Glory Be and hymns that reference Father Son and Holy Spirit and joining in joyfully if they choose to do so.**  **Considering how Christians announce the Gospel to others through their words and actions. MISSION** |
| **Recall and Retrieval** | Words/feelings from Pentecost – can children identify if they were before or after the Holy Spirit came? | Recognise using images the story of the ascension and Pentecost – which picture belongs to which scripture story? | Who were we promised – Holy Spirit.  **What do we do when we start to pray?**  **What holy days are linked to the Holy Spirit?** | Sing/ say the Glory be |  |
| **Sequence of knowledge throughout the lesson** | Know the Pentecost is the birthday of the church.  Know that Pentecost is the start of the Church’s mission.  Know that the Church’s mission is to know God, to seek God and to love him. To do good will for God, spread the Good News of Jesus, and some day go to Heaven (Use YouCat)  To know that Jesus announced his mission at the start of Luke’s Gospel.  To make simple links of Jesus’ mission and the Church’s mission. | Know that we cannot see the Holy Spirit so no one knows what it looks like.  Discuss different artists and the way that they have depicted the Holy Spirit  Know a chorus to a Holy Spirit song  Know that Catholics celebrate the ascension of Jesus and Pentecost on special days called Holy Days | Know the words of the Glory be to the father.  Know that it is a praise prayer and that it should be joyful.  Know that the prayer talks about the three person- the father, the son and the Holy spirit. | Know that we pray in school together at least 4 times a day because it is important to us to talk to God.  Know that we can say traditional prayers and our own prayers.  Know that prayer is important to people as it helps us through the day.  Know a simple prayer to the Holy Spirit. | **Building the Kingdom link Pentecost Party** |
| **Key Skills/disciplinary knowledge** | U1.5.1 U1.5.3  D1.5.1  D1.5.2 | U1.5.4 D1.5.3 R1.5.2 | D1.5.3  R1.5.1 R1.5.2 R1.5.3 | R1.5.1 | U1.5.3 R1.5.3 |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | * Discuss the word ‘mission’ with the children – what does this mean? * Explain missions we may have in our day to day life, but also about our Mission here on Earth. * Show image of Pentecost – what does this show? The religious art piece used shows Mary in the centre and flames above the heads of the disciples. It is shown in a Church. * Discuss again about how the disciples changed – what was their changes? How did it help them in their lives? What did they do? WHAT helped them change? Recall the way the Holy Spirit helped them. * Discuss that this was the day that the Church was born. The disciples were the Church… they began their missionary of going out and spreading the news. Show this again on the religious art. * **We are here on earth in order to know and to love God, to do good according to his will, and to go someday to heaven. YOUCAT.** Do good according to his will… our mission to teach and tell people about God and Heaven. Just like the disciples! * Share the Scripture reading: Luke 4:16-19. What does this tell us? This teaches us about Jesus’ mission. Who was with Jesus? The Holy Spirit. * Discuss – how is this like the mission of the church that started at Pentecost? Children to discuss and create simple links.  - The Holy Spirit came upon Jesus and the disciples - Chosen to bring the Good news to everyone - Forgive others - Teach people - Tell people about the Kingdom of God. * Show a ticket – explain that we will create a ticket explaining what the mission was of the Church after Pentecost. On the other side, write the mission of Jesus at the start of his missionary showing what was similar.   Create a Mission Ticket (Like a Golden Ticket) of the church’s mission/Jesus mission and on the other side… what is YOUR MISSION. | * Ask children if we see the Holy Spirit – what have we learnt so far. People have decided what they think he may look like, BUT we can’t be certain. * Explain that people often show the Holy Spirit in different ways: sometimes we think about the Holy Spirit in song or in art. * Begin by sharing some songs about the Holy Spirit (these can be one that you have used within your school, or one from the links below – some are child friendly to learn, others just to listen to). As listening, get children to think about what images of the Holy Spirit are created in the songs. What does the Holy Spirit do?   Spend some time learning some of the Holy Spirit song together.   * On tables, have a range of artwork. Explain to the children that some show Pentecost and some show the Ascension. Can children identify which is which? How do you know? Assess understanding of the children. * Give time and then join together to decide and discuss. Explain that these are very important days for Catholics – we call them Holy Days, that’s why they are celebrated around the world. * Discuss different artistic representations of both Ascension and Pentecost. Answer questions – which is your favourite? Why? What does the image mean to you? How does it make you feel? What do you see? What sounds would you think are happening? * Discuss that they are going to write a card inviting people to join the celebration… ask why and model.   Children create their own invitation card: a picture of the Ascension/Pentecost and then inviting someone to celebrate with them! | * Discuss – why do you think saying prayers is important? * Introduce the image of the Holy Trinity – can children discuss and identify what the image shows. Leave image up and share the song ‘Glory Be to the Father’. Relook at the image and discuss again. * Together relisten to the Glory Be. Give children the opportunity to join in and learn. * Explain to the pupils that Glory be – means give praise to and we are talking about three things the father – God, The son, Jesus and the Holy Spirit – like in the sign of the cross. * Ask – what do you think is the reason to say this prayer? How may it be important?  When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. Three persons in one God – we can pray and praise each of the Three persons because they are important for how they have given us life and helped us in everything that we do.   Get children to work in small groups – look at the words of the Glory Be together. In the groups, get children to put some actions to the words. Introduce some instruments to create their own piece of music with Glory Be.   * Get children to show their actions to the prayer to the class. * Show the prayer on the board – how might you draw pictures to the prayer? Gather ideas of how you would illustrate the prayer.   Children to have the Glory Be prayer and illustrate the prayer for themselves. | * Reiterate that The Glory Be prayer is really important too – what other prayers do we say together? Discuss and feedback what the children already know. * Explain that we prayer at different times of the day to help us with the day. Give examples – in the morning, before and after meals, before home time, night time. God can help us. * Explain that Bishop Patrick says his own prayer daily it is important to him that we say a prayer to the Holy Spirit as it changes our lives. Recall and revisit: When we open our hearts to the Holy Spirit, we will change, just like the disciples did. * Why does the Bishop say this prayer – how may it help him? How does prayer help us each day?  *Holy Spirit, walk with me this day, and help me to walk more closely with you.* * Discuss how we can pray to the Holy Spirit. How might we do this? How could the Holy Spirit help you? What might you say? * Think about the different ways the Holy Spirit helps us change, think about the songs from the previous lessons – give us strength, guide in to make the right choices, help me spread the good news, help us to be fair, power to courageous and brave. * Orally rehearsing expressing their own prayers to the Holy Spirit. * OPTION ONE: Learn the Prayer of Bishop Patrick about the Holy Spirit.  *Holy Spirit, walk with me this day, and help me to walk more closely with you.* In small groups, compose their own tune to this prayer. Could split the prayer into 4 parts.  If not adventurous use <https://app.suno.ai/create/> to create song. Video pupils efforts. * OPTION TWO: Children to write their own prayer to the Holy Spirit. Children to use their knowledge from previous lessons to write their prayer.   Knowledge Capture:  To end the lesson, give children matching activity and key questions to answer to capture their understanding through the branch. | Use the range of art, Scripture and music to create a Celebration of the Word.  Take time to answer the Big question orally.  Give children the opportunities to share their own prayers to the Holy Spirit. |
| **Adaptive teaching** | Use sentence stems to support the writing of the mission ticket. | Limit the number of pieces of artwork to look at.  Support with writing and use sentence stems. | Give a selection of images to choose from to illustrate the prayer | Act out the words.  Create a group prayer together. |  |
| **Challenge** | What is our mission on Earth? How is it similar? | Explain why we are inviting people – this is a Holy Day, we remember and celebrate. | Write out the prayer to illustrate | Create an acrostic prayer poem HOLY SPIRIT. |  |
| **Key vocabulary and definition** | Holy Spirit Mission Catholic Church Good News | Holy Spirit Pentecost Ascension | Glory be |  |  |
| **Resources** |  | [https://www.youtube.com/watch?v=CBQyw\_1Wc\_](https://www.youtube.com/watch?v=CBQyw_1Wc_%20)  A Pentecost Song  <https://www.youtube.com/watch?v=OhUBqDp0RVo>  John Burland with Signs ( skip first section)  [Harvest Kidz Worship: Holy Spirit Fills Me Up // Naomi @ City Harvest Church](https://www.youtube.com/watch?v=zeOv8a1GcQw)  Holy Spirit fills me up  [Spirit of God](https://www.youtube.com/watch?v=iOHbZxjOmG0) Spirit of God  [Fruit of the Spirit | Preschool Worship Song - YouTube](https://www.youtube.com/watch?v=xWoWDdeD-ns)  LISTEN TO:  [Prayer to the Holy Spirit by Saint Augustine - Francesca LaRosa - Official Lyric Video - YouTube](https://www.youtube.com/watch?v=nF2bHZ_WUKQ)  [Holy Spirit Rain Down - Hillsong](https://www.youtube.com/watch?v=cDUY6gMG2yM&list=PLwTxRMLG25QmSwu-2go8UIkjLkpWDpSHi&index=9)  [Like the Dewfall // Sign Song (BSL) Video](https://www.youtube.com/watch?v=XVQ-Cjde5bM) | <https://www.youtube.com/watch?v=2o80hQR0VxQ>  Simple Call and response Glory Be-John Burland  Teacher knowledge  <https://diolc.org/wp-content/uploads/2020/04/Parents-Teacher-Resources-Kindergarten-Sign-of-the-Cross-12.31.19.pdf> | <https://app.suno.ai/create/>  Pre made <https://app.suno.ai/song/e1462ccb-b854-4b23-9060-7fa70754f39c/>  https://app.suno.ai/song/651eb790-ab7a-48fa-bf99-19ca57a31213/  <https://app.suno.ai/song/b54bc3e2-ee6f-4582-b864-bb1a8daa25dc/>  guide to using Suno ai below planning |  |
| **Diversity Links** | Range of art work surrounding Pentecost | Wide Diversity of pieces of art in many styles – could look at art from the countries studied for Pentecost around the world.   [Like the Dewfall // Sign Song (BSL) Video](https://www.youtube.com/watch?v=XVQ-Cjde5bM) | Could the Glory Be be said in different languages? Have we the scope to record it in different languages? | Different styles of music |  |
| **Checking for understanding (summative assessment)** | Do the pupils:   Know the Pentecost is the birthday of the church.  Know that Pentecost is the start of the Church’s mission.  Know that the Church’s mission is to know God, to seek God and to love him. To do good will for God, spread the Good News of Jesus, and some day go to Heaven (Use YouCat)  Know that Jesus announced his mission at the start of Luke’s Gospel.  make simple links of Jesus’ mission and the Church’s mission. | Do the pupils:  Know that Catholics celebrate the ascension of Jesus and Pentecost on special days called Holy Days  Know that artists have represented and shown the Holy Spirit in different ways.  Understand that praying to the Holy Spirit is important.  Know that the Holy Spirit has great power | Do the pupils:  Know and respond to the words of the Glory be using art and music.  Know that there are Three persons in one God.  Know that we can pray to God the Father, God the Son and God the Holy Spirit.  Know when people open their hearts to the Holy Spirit they are changed, as the apostles are changed. | Know the Holy Spirit prayer  Know that we can pray to the Holy Spirit to help us through out day  Know that prayers are powerful ways of helping us to become closer to God. |  |

You can sign up for a free account with limited credits.

Select Create from the side menu.

If you enter the style of music you would like and use the words of the prayer describing something like ‘ a happy children’s song using only these words - Holy Spirit, walk with me this day And help me to walk more closely with you Holy Spirit, walk with me this day And help me to walk more closely with you

Click play and sing!

The pupils can choose their favourite version you can have it jazzy, gospel, classical, rap – the possibilities are endless. It will be original to you.