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| **Advent Term 2****Prophecy and Promise****Year 3** |
| **Understand**U3.2.1. Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.U3.2.2. Give a simple description of how Catholics celebrate the Mass.U3.2.3. Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.U3.2.4. Recognise how Joseph puts his trust in God when the angel appears.U3.2.5. Make links between the angel’s message about Jesus and the words of the prophet Isaiah.U3.2.6. Recall that angels bring God’s message in the gospels of St Matthew and St Luke.**Discern**D3.2.1. Talking, asking, and answering questions about their experiences of liturgies and the Mass.D3.2.2. Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.D3.2.3. Talking, asking, and answering questions about Joseph and Mary trusting in God.D3.2.4. Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.**Respond**R3.2.1. Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.R3.2.2. Reflecting on what Sunday Mass means for Christians.**Notes for teachers**At times, it is necessary to step outside the liturgical year cycle to give sufficient time to a theme or celebration. To study the Mass in some detail, the focus of this branch splits into two themes. One is understanding what happens at Mass, and the other focuses on the nativity according to St Matthew, which introduces pupils to Joseph and St Matthew’s gospel. The second part of the Mass unit is in the ‘Desert to garden’ branch and will focus on the Last Supper and the institution of the Eucharist. Following this, pupils will learn about the importance of the Eucharist to the early Church. If teachers wish to teach the Mass as a continuous unit across a term, they could do so as the first branch about the life of Christ is about Jesus’ teaching about the Kingdom of God and could be conducted outside the liturgical sequence.St Matthew’s gospel is written for an audience familiar with the Torah (Law), the Nevi’im (Prophets) and the Ketuvim (Writings), and he makes a point of drawing from these Jewish texts to show that in Jesus, Scripture is fulfilled. These texts form the basis of what Christians refer to as the Old Testament. St Matthew emphasises that Jesus is the Messiah, foretold by the prophets and the one who will bring about the Kingdom of Heaven. Joseph already lives in Bethlehem in this gospel, so there is no journey or stable. However, the angel’s message and the Magi’s visit still point to Jesus’ divine nature, and the first listeners of St Matthew’s gospel would have recognised that Bethlehem is the birthplace of King David. Bethlehem is also significant as in Hebrew ‘Beth’ means house and ‘lehem ‘means bread, so Matthew’s audience would recognise the symbolic significance of Jesus’s birthplace as the house of bread.Teaching about the Mass follows from the theme of Creation by relating to the ‘holy day’ of the seven days of Creation and linking the fruits of Creation with the presentation of the gifts at Mass. The learning outcomes should focus on understanding what happens at Mass, the ‘movement of the celebration’ (CCC 1348). All pupils can study how Mass happens though some pupils will not have experienced Mass as participants, and few will have taken part as communicants. Therefore, in this branch, the focus is on the Liturgy of the Word as this draws on the concrete experience of liturgies in school and pupils’ understanding of how Christians gather, listen, and respond to the words of Scripture. It also enables them to contextualise vocabulary about the Old and New Testaments as part of the prayer life of the Church. In listening to Scripture, Christians hope to discern how God speaks to them today. They are not purely historical accounts, but living words, and the homily helps Christians reflect on how to carry the Gospel message into their daily lives. When teaching about the Mass, teachers will know that some pupils in their class are from different religious traditions or do not share these beliefs. They will come with very different experiences of what ‘the Mass’ means. For example, YOUCAT for Kids (80) offers an excellent illustration of what happens at Mass but does speak as a catechetical text, so it may need to be readdressed as ‘Catholics’ rather than ‘you’ in some classrooms. |

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|  | Lesson 1**UNDERSTAND** | Lesson 2**UNDERSTAND** | Lesson 3**DISCERN** | Lesson 4**UNDERSTAND** | Lesson 5**UNDERSTAND** | Lesson 6**UNDERSTAND / DISCERN** |
| **Learning Focus**  | **HEAR**Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. | **HEAR**Give a simple description of how Catholics celebrate the Mass. | **LIVE**Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word | **HEAR / BELIEVE**Recognise how Joseph puts his trust in God when the angel appears. | **HEAR**Make links between the angel’s message about Jesus and the words of the prophet Isaiah. | **CELEBRATE**Recall that angels bring God’s message in the gospels of St Matthew and St Luke. |
| **Recall and Retrieval**  | * Know the story of Creation (Gen 1:1-2:4)
* Know what happens at Mass
 | * Know about the Liturgy of the Word
 | * Recall some symbols and actions familiar to us, linked to the Mass
 | * Know the nativity story and that this introduces us to Joseph.
* Know about the Magi’s visit
 | * That; Messiah would be born of a virgin and would be called Immanuel (Is 7:14).
 | * Revisit Luke 1:26-38.
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| **Sequence of knowledge throughout the lesson** | **Key knowledge:****Pupils will know:*** Why Christians go to Mass on Sunday.
* How Catholics celebrate Mass.
 | **Key knowledge:****Pupils will know:**•Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). | **Key knowledge:****Pupils will know:**•How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.•Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. | **Key knowledge:****Pupils will know:*** That Jesus birth was foretold by the prophets.
* That Joseph listened to the angel and opened his heart to the Holy Spirit.
 | **Key knowledge:** **Pupils will know:*** That Jesus birth was foretold by the prophets.
* That Joseph listened to the angel and opened his heart to the Holy Spirit.
 | **Key knowledge:****Pupils will know:*** That Jesus birth was foretold by the prophets.
* That Joseph listened to the angel and opened his heart to the Holy Spirit.
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| **Key Skills/disciplinary knowledge** | **U3.2.1.** Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. | **U3.2.2.** Give a simple description of how Catholics celebrate the Mass. | **U3.2.3.** Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. | **U3.2.4.** Recognise how Joseph puts his trust in God when the angel appears. | **U3.2.5.** Make links between the angel’s message about Jesus and the words of the prophet Isaiah.  | **U3.2.6.** Recall that angels bring God’s message in the gospels of St Matthew and St Luke.**D3.2.3.** Talking, asking, and answering questions about Joseph and Mary trusting in God. |
| **Main teaching activity** | Retell the story of Creation, through words, and / or pictures, making simple links to Sunday as a day of rest | Devise a simple guide to the Mass outlining; the aspects of; gather to celebrate Mass, where they listen to the words of holy scripture (the Liturgy of the Word), and meet Jesus in Holy Communion (the Liturgy of the Eucharist). | Mix and match a series of signs and symbols, actions, and prayers used during Mass. Create descriptions for these, outline some ‘when’, and ‘why’ for each. | Create an eye witness account of the scripture passage; *The Annunciation to Joseph (Matt 1:18-25)*  | Compare the angel’s message about Jesus and the words of the prophet Isaiah. Present in groups, to the class.  | Explore a range of artistic depictions of; Matthew 1:18-25, and Luke 1:26-38. Choose one to write a critique, and the meaning within.Discussing, and answering questions about Joseph and Mary trusting in God. |
| **Scaffolding** | Share with the pupils some possible links  | Provide descriptions, and depictions | Excerpts from a Mass – video clips | <https://www.youtube.com/watch?v=uqEtHB80r5w>  | Share some links between the angel’s message about Jesus and the words of the prophet Isaiah. | <https://christian.art/daily-gospel-reading/luke-1-26-38-2023/>  |
| **Challenge** | How might we live out this message? | Discuss, and include some reasons for the above. | Further explore the reasons; Why? When? Because?  | How might we put our trust in God? | Discover more of the meaning of Isaiah’s words; <https://www.youtube.com/watch?v=G5d0yi0_igk>  | Devising questions about Joseph and Mary trusting in God. |
| **Key vocabulary and definition / Explicit vocabulary instruction**  | MassSundayLiturgy of the Word | MassSundayLiturgy of the WordEucharist | Liturgy of the WordMass EucharistHymnsPsalms | Holy Spirit JosephNativity  | The angel’s messageProphet IsaiahThe Annunciation | The angel’s messageProphet IsaiahThe Annunciation |
| **Resources** | Lesson PowerpointChildren’s biblesYOUCat for kids | Lesson PowerpointChildren’s biblesGuide to the Mass | Lesson PowerpointChildren’s biblesGuide to the Mass | Lesson PowerpointChildren’s biblesYOUCAT for kids | Lesson PowerpointChildren’s biblesRE booksClass story map | Activity sheet with a box – *What I already know about*  *The Annunciation* . Artistic representations of The Annunciation |
| **Diversity Links** | The celebration of Mass from around the world | The celebration of Mass from around the world | Hymns from around the world | Universal Church | Universal Church | Depictions from various cultures around the world. |
| **Checking for understanding (summative assessment)**  | Know that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. | Describe how Catholics celebrate the Mass. | Know some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. | Recognising how Joseph puts his trust in God when the angel appears. | Making links between the angel’s message about Jesus and the words of the prophet Isaiah. | Talking, asking, and answering questions about Joseph and Mary trusting in God. |

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|  | Lesson 7**UNDERSTAND** | Lesson 8**UNDERSTAND** | Lesson 9**UNDERSTAND** | Lesson 10**RESPOND** |
| **Learning Focus** | **BELIEVE / CELEBRATE / LIVE** Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians | **HEAR / CELEBRATE / LIVE**Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. | **Assessment – Knowledge capture** | **RESPOND****Celebration of the Word**  |
| **Recall and Retrieval**  | * Recall how Christians prepare for the coming of Christ during Advent.
 | * Know how Advent hymns celebrate Jesus as the coming Messiah
* Know about art around the world, connecting to the prophecies of Christ’s coming.
 | * 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:*** Know, and make simple links between the signs used in Advent and Christmas and their meaning for Christians
 | **Key knowledge:****Pupils will know:*** Know, and creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.
 | **Key knowledge:****Pupils will know:**Know the core knowledge outlined throughout the unit. |  |
| **Key Skills/disciplinary knowledge** | **D3.2.4.** Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians. | **R3.2.1.** Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. |  |  |
| **Main teaching activity** | Show images of the following symbols:**Advent Wreath** – Explain that it has four candles (3 purple, 1 pink) and a white candle in the middle, representing the weeks of Advent and the arrival of Jesus.**Nativity Scene** – A depiction of Jesus' birth, with Mary, Joseph, the baby Jesus, angels, shepherds, and the wise men. **Christmas Star** – Represents the star that led the wise men to Jesus.**Christmas Tree** – Represents eternal life in Christianity and the hope of Jesus' resurrection.Ask the children to match the representations to the correct picture *(on PP)* After class discussion, pupils then draw the symbols and write the representations of them underneath. | Access further resources which pupils can access, and respond to;  <https://education.rcdow.org.uk/catholicism-unpacked-new/> <https://christian.art/daily-gospel-reading/john-3-16-21-2024/> | Using sentence stems, pupils recall and respond to the learning taught over the unit: Read through work completed on this unit and discuss key learning by going through the PP. Respond to these key questions in any order. This could be as a piece of extended writing/double page spread/PP… **The most important lessons I learned from the prophecy and promise branch is \_\_\_\_\_.****The story of \_\_\_\_\_ teaches me that \_\_\_\_\_.****Some of the important prayers in Mass are.... they are important because...** **Some of the actions that Catholics do in Mass is...this is important because...** **A way I can put my trust in God is...** **I now understand that God wants me to  \_\_\_\_\_.****One way this unit has helped me grow in my faith is  \_\_\_\_\_.****Something that surprised me in this unit was  \_\_\_\_\_ because \_\_\_\_\_.****A message I can share with others from this unit is \_\_\_\_\_. I will do this by \_\_\_\_\_.****One question I still have about prophecy and promise is  \_\_\_\_\_.****The person in this unit I most relate to is \_\_\_\_\_ because  \_\_\_\_\_.****This unit made me think differently about \_\_\_\_\_.** | 1. Plan and prepare for class collective worship. 2. Write a prayer that links with asking for faith and hope in God, even in difficult times and make a link to Elijah or their own personal encounter with God.  |
| **Scaffolding** | Picture prompts / STEM sentence  | Model an example of listening to a hymn and using the 5 W’s. |  | The assessment task will be independent work. Children with any writing barriers can either type their responses or record them verbally.  |
| **Challenge** | Think of ways that you can prepare your heart during the season of Advent.  | Develop further questions to use from the 5 W’s |  | Use their planning and evaluation skills to support others during the class prayer and liturgy session.  |
| **Key vocabulary and definition / Explicit vocabulary instruction** | Advent - **Advent** is the special time before Christmas. It lasts for four weeks, where we get ready to celebrate Jesus’ birth. People often light candles on an Advent wreath and pray or sing to help them remember how excited they are for Christmas and the gift of Jesus.Preparing - **Prepare** means to get ready. For Christians, it’s about getting our hearts and minds ready to celebrate Jesus’ birthday at Christmas. This can mean praying, helping others, and thinking about how much Jesus loves us.Christmas - **Christmas** is the holiday when we celebrate the birth of Jesus, who is God’s Son. Christians believe that Jesus came to bring love and hope to the world. On Christmas, we sing songs, pray, and spend time with family to remember the amazing gift of Jesus. | Advent Hymns Messiah | Revisit and review all vocabulary from the unit of work. |  |
| **Resources** | <https://education.rcdow.org.uk/catholicism-unpacked-new/>  | <https://education.rcdow.org.uk/catholicism-unpacked-new/> <https://christian.art/daily-gospel-reading/john-3-16-21-2024/> https://cultivatedlearning.org/nativity-art-around-the-world/ |  | Assessment resourcesPrayer and liturgy planning and evaluation resources |
| **Diversity Links** | What Advent traditions exist in different global cultures?  | Explore different cultural representations of the Nativity scene. <https://cultivatedlearning.org/nativity-art-around-the-world/>  |  |  |
| **Checking for understanding (summative assessment)**  | Comparing and making simple **links** between the signs used in Advent and Christmas and their meaning for Christians. | Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. |  | Outcomes from the assessed task and responses during prayer and liturgy.  |