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| **PENTECOST TERM 1**  **BRANCH 5 – TO THE ENDS OF THE EARTH**  **YEAR 2**  BIG QUESTION: Are some fruits of the Holy Spirit easier to grow than others? | | | | | | |
| **Age 7 Learning outcomes:**   • Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture.  • Correctly use religious words and phrases to recognise features of religious life and practice.  • Recognise links and simple connections between sources, beliefs, worship and life.  • Play with possibilities, asking ‘what if?’ questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling..  •Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.  • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.  **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**  U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.  U2.5.2. 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.  U2.5.3. Retell the story of the Conversion of Saul (Acts 9: 1-19).  U2.5.4. Recognise that the description of the fruits of the Spirit is taken from one of St Paul’s letters (Gal 5: 22).  U2.5.5. Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.  U2.5.6. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives. | | | | | | |
|  | **LESSON 1** | **LESSON 2** | **LESSON 3** | **LESSON 4** | **LESSON 5** | **LESSON 6** |
| **Knowledge Lens** | **HEAR**  Jesus appears to the apostles and the Ascension (Lk 24: 36-53) | **HEAR**  Jesus appears to the apostles and the Ascension (Lk 24: 36-53) | **HEAR**  Pentecost and Peter talks to the crowd (Acts 2: 1-9, 12-13) | **HEAR** | **HEAR**  Conversion of Saul (Acts 9: 1-19) | **BELIEVE/CELEBRATE/ LIVE**  God is love. Love is God’s first gift poured into our hearts by the Holy Spirit.  In all prayers, Christians welcome the Holy Spirit and open their hearts to God.  Christians pray to the Holy Spirit for help (‘Come Holy Spirit’)  That there are different symbols of the Holy Spirit in art: wind, fire, and dove e.g. Taizé, Marlene Scholz’s ‘Blessed Trinity’. |
| **Learning Focus** | **To sequence the events from the Resurrection to Pentecost.** | **To recall the Scripture story of the Ascension and say what they wonder about how the disciples were feeling.** | **To retell the story Pentecost Day.** | **To recognise that St Luke wrote a gospel account of the life of Jesus and the Acts of the Apostles about the early Church.** | **To retell the story of the Conversion of Saul.** | **To recognise that Christians believe the Holy Spirit opens their hearts to God and helps them to pray.** |
| **Recall and Retrieval** | Recall what happened when the women visited Jesus’ tomb. (Brain Dump)  Summarise: How did the disciples react when the women came to tell them what had happened at the tomb? | Sequence the missing events to show what happened between Pentecost and Easter.  Do you agree or disagree? “The disciples showed very little faith between the Resurrection and Pentecost.” | Which of these symbols are often used to represent the Holy Spirit? (Children select relevant images)  Explain why these symbols might be used for the Holy Spirit.  Which image is your favourite representation of the Holy Spirit and why?  (D2.5.3) | Sort the stories to show whether they belong in the Old Testament or the New Testament.  Explain the difference between the Old Testament and New Testament. | Name the two books of the New Testament written by St Luke.  Compare and contrast: How were the two books written by Luke different? | List stories from the Bible which include the arrival of the Holy Spirit. (Brain Dump)  Compare and Contrast: How was the way the Holy Spirit changed Paul different to the way it transformed Peter? |
| **Key Skills/disciplinary knowledge** | U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.  D2.5.1. Saying what they wonder about the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1: 6-11) or saying what they wonder about the story of Saul. | U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.  D2.5.1. Saying what they wonder about the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1: 6-11) or saying what they wonder about the story of Saul. | U2.5.1. Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.  D2.5.3. Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g. Taizé representations of the Holy Spirit, Marlene Scholz’s ‘Blessed Trinity’). (RVE) | U2.5.2. 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. | U2.5.3. Retell the story of the Conversion of Saul (Acts 9: 1-19).  D2.5.1. Saying what they wonder about the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1: 6-11) or saying what they wonder about the story of Saul. | U2.5.5. Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.  D2.5.3. Sharing their personal response to difference symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g. Taizé representations of the Holy Spirit, Marlene Scholz’s ‘Blessed Trinity’). (RVE)  R2.5.1. Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God. |
| **Sequence of knowledge throughout the lesson** | Know that Jesus rose from the dead.  Know that Jesus appeared to Disciples in Emmaus after His resurrection.  Know that Jesus appeared to His disciples but they thought he was a ghost.  Know that Thomas doubted that Jesus was alive.  Know that Jesus appeared to His disciples at the Sea of Galilee, but they do not recognise Him.  Know that Jesus commanded Peter to "feed My sheep," symbolising his role in leading and caring for believers.  Know that Jesus told His disciples to make disciples of all nations, baptising them and teaching His teachings, promising to be with them always.  Know that Jesus ascended into heaven to be with His Father.  Know that Pentecost is when the Holy Spirit came to Jesus' friends, helping them tell others about Him. | Know what the word ‘ascend’ means.  Know what happened at the Ascension.  Understand our own feelings when we lose something.  Understand how the disciples felt when Jesus left them. | Know that Jesus rose from the dead.  Know that Jesus had returned to heaven (Ascended) and told his friends that he would send a helper.  Know that the apostles were gathered together in a room in Jerusalem.  Know that they described a loud wind filling the room – it was the Holy Spirit arriving.  Know that they described it like flames appearing above their heads.  Know that the apostles were filled with joy and courage.  Know that they could be understood in different languages.  Know that the crowd were amazed and Peter told them about Jesus.  Know that many people chose to follow Jesus that day so we refer to Pentecost as the birthday of the Church. | Know that Jesus is the Son of God, who died for us a rose again from the dead and Ascended into heaven.  Know that Jesus spent time teaching (sometimes with parables) and healing (some of his miracles) and gives us an example of how to love God and love everyone.  Know that a ‘Gospel’ is a special book in the Bible that tells us about Jesus’ life.  Know that the Bible is a holy book for Christians made up of two parts: Old Testament and New Testament.  Know that there are four Gospels (Matthew, Mark, Luke and John).  Know that the Gospels are found in the New Testament.  Know that Jesus had followers called disciples and apostles.  Know that the early Church began after Jesus went back (Ascended) to heaven. | Know that Saul was a Jewish man who followed Jewish law strictly and did not believe that Jesus was the Son of God.  Know that Saul thought that the followers of Jesus were wrong and tried to stop them.  Know that Saul persecuted Christians; he arrested them and approved of them being hurt.  Know that Saul had a powerful encounter with Jesus on the road to Damascus.  Know that, at this encounter, Saul was blinded by the light for three days.  Know that Saul’s encounter changed his heart and his actions.  Know that Saul became Paul, a follower of Jesus who preached and encouraged other Christians. | Know that God is love.  Know that love is God’s first gift poured into our hearts by the Holy Spirit.  Know that, in all prayers, Christians welcome the Holy Spirit and open their hearts to God.  Know that Christians pray to the Holy Spirit for help (‘Come Holy Spirit’).  Know that there are different symbols of the Holy Spirit in art: wind, fire, and dove e.g. Taizé, Marlene Scholz’s ‘Blessed Trinity’. |
| **Suggested Main teaching activity** | 1. **Gather:** Easter Prayer. 2. ‘Scripture Boxes’ on tables, containing an object clue, an image and simplified versions of the Scripture stories from ‘in-between-times’. 3. Groups of children to circulate around the ‘Scripture Boxes’, with 3-4 minutes per box. For each box they should begin by using the object clue as a wonder moment: Why has this object been included? What could the story be? Then children read each simplified passage as they look at the image included.  * **The Resurrection** (Luke 24: 1-12). Use a white cloth as the object clue. * **The Road to Emmaus** (Luke 24: 13-35). Use a cup and plate as object clues. * **Jesus appears to the disciples** (Luke 24: 36-49). Use cutlery as the object clue. * **Thomas Doubts** (John 20: 24-29). Use hand sculpture of bandages with red paint as the symbol), * **Cast your net on the other side** (John 21: 1-14). Fishing net. * **Jesus and Peter** (John 21: 15-25). Use a small sheep cuddly toy as the object clue. * **Great Commission** (Matthew 28: 16-20). Use a globe as the object clue. * **Ascension** (Acts 1: 6-11). Use a helium balloon as the object clue). * **Pentecost** (Acts 2). Use a windmill as the object clue.  1. Gather the children together and explain the stories they have been learning about were all mixed up. Work together as a class to order the objects/images from each box to sequence the events, Teacher to briefly retell the events in order. 2. Children then independently sequence the events and images using the timeline cards and background. 3. **Exit Ticket:** What do you wonder about the story of Jesus appearing to the apostles? (D2.5.1.) | 1. **Gather:** Focus on the concept of loss.  * Can you think of a time you have lost something? * How did it make you feel?   Pass around a candle or  another object as  children share how  their experience.   1. **Visio Divina Wonder Moment** using depictions of the Ascension e.g. ‘The Ascension’ but Juan de Flandes. Ask:  * Who is in the painting? * What is happening in the painting? * How do you think the disciples were feeling? * What do you wonder about this painting?  1. Share the story of the Ascension (from either Luke 24: 45-53 or Acts 1: 6-11). Explain that the Ascension happened 40 days after Easter. Focus on the events from the disciples’ perspective and how they would be feeling to lose Jesus again. 2. **Hot Seating:** Oracy opportunity to hot seat children as the disciples and talk about how they would feel after witnessing the Ascension. Children could record this wonder/discern moment on a heart to record how the apostles were feeling at the Ascension (D2.5.1). 3. **Independent Task:** Children imagine that they are a disciple and write a short paragraph to retell what happened and explain how they felt at the Ascension. 4. **Go Forth:** How could you carry on Jesus’ work, like the disciples? | 1. **Gather:** [Holy Spirit, Come To Us](https://www.youtube.com/watch?v=zasyz-tJkOg&t=235s). (Taizé Song). 2. Discuss how the friends of Jesus felt after he had gone back to his Father? Have you every felt like this? 3. Share the story of Pentecost Day (Acts 2: 1-9, 12-13) with the children. 4. Share age-appropriate videos of the story with the children. Ask the children to write on a Post-It note something they wonder about the story of Pentecost. ([Lego Animation Video](https://youtu.be/uuGrLsD0z3o), [What’s in the Bible? Video](https://www.youtube.com/watch?v=xtokHQOmFu0))   How do you think the apostles feel now? How did they make other people feel?   1. **Paired Task:** Invite children to sequence the image to show the order of the story (see Story Planner notes to support with sequence). 2. Opportunity for children to role-play the story (using flame headbands etc).      1. **Independent Task:** Children retell the story of Pentecost using a word bank and the sequenced images for support (Adapt amount of scaffolding as appropriate). 2. **Exit Ticket:** How were Peter and the other apostles transformed by the Holy Spirit? 3. **Go Forth:** Children take a small, folded card to turn into a birthday card for the Church. How might we spread the Word about the Good News of Jesus’ love? | 1. **Gather:** Play ‘[The Gospel](https://www.youtube.com/watch?v=hZigb5IkeaU&t=3s)’ by Ryan Stevenson. 2. **The Gospels:** Using the poster from The God Who Speaks, remind the Children that the Bible is like a library of different books and is split into the Old Testament and the New Testament. Ask:  * Are the Gospels found in the Old Testament or New Testament? (New Testament) * How many Gospels are there? (Four) * What are the different Gospel accounts called? (Matthew, Mark, Luke and John). * Explain that the Gospels tell us about the events of Jesus’ life and what he taught.   When we hear the Gospels at Mass, we stand to show how special the words and life of Jesus are and that we want to give it our full attention. We even make the Sign of the Cross on our forehead, lips and heart before we hear it.   1. **St Luke’s Gospel:** Explain that St Luke was a doctor and writer who wanted people to know about Jesus, that he wrote one of the four Gospels and how he focuses on the poor and marginalised and Jesus’ example of serving others. 2. **Serve with Luke:** Show the ‘Serve with Luke’ poster from The God Who speaks. Ask: Do you recognise any of the stories from Luke’s Gospel? How does that story teach us about serving/forgiveness/ mercy? Point out the story of the Prodigal Son, which only appears in Luke’s Gospel, showing God’s joy when someone who has done wrong comes back to Him – a big theme in Luke’s writing. 3. **Acts of the Apostles:** Explain that St Luke also wrote another book in the Bible called ‘Acts of the Apostles’, which is about the Early Church. Can you find ‘Acts’ in the New Testament?   Explain that Acts tells us how the apostles were filled with the Holy Spirit   1. **Independent Task:** Create a simple folded booklet with two pages. One page 1, the children should draw or write something that Luke would have written about in his Gospel e.g. Jesus healing, teaching etc. On page 2, the children write or draw something Luke wrote in Acts of the Apostles e.g. Pentecost, the conversion of Saul, Peter’s arrest, being treated unkindly etc. Below this, children are to write a sentences to explain who wrote each book and what it tells us (use cloze procedure as appropriate). Scaffold by sorting images that relate to each book. 2. **Exit Ticket:** Complete True or False quiz about the Gospels and Luke’s writings. | 1. **Gather:** Prayer focussing on the theme of having ‘a change of heart’ like Saul. 2. Recap learning from previous lesson about St Luke’s writing in Acts of the Apostles. Explain that one of the events Luke wrote about was the Conversion of a man named Saul. Share the story of the Conversion of Saul (Acts 9: 1-19). This could be using the passage from Scripture (slides 8-11) or simplified version with illustrations (slides 13-19. See teacher notes for story text). 3. Opportunity for children to role-play the story with a storyboard to support (using robes, a blindfold etc) and freeze-frame the moment of Saul’s encounter with Jesus. Ask:  * How do you think Saul felt when he set off to Damascus? * How do you think Saul felt when he encountered Jesus on the road? * How do you think Saul felt once the bright light had gone?  1. **Visio Divina Wonder Moment** using Fra Angelico’s painting of the Conversion of Saul. In a time of quiet, ask:  * What can you see? * Who do you think the people are? * Why might Saul be shown with a sword? * What are the letters on the book? * What do you think Saul is feeling as he lies on the ground? * What might the people be thinking or saying? * What would it be like to see such a bright light from heaven? * What might Jesus be saying to Saul in this moment? * What might God be saying to you through this image?   Children record what they wonder about the painting/the Conversion of Saul on a heart Post-It (D2.5.1).   1. **Independent Task:** Children retell the story of the Conversion of Saul using a word bank and the sequenced images for support (Adapt amount of scaffolding as appropriate).   **Alternative Task:** Alternatively, children could produce a clay sculpture of the Conversion of Saul, with an oracy opportunity to tell the story as part of an art exhibition with peers, another class, parents etc.   1. **Exit Ticket:** How was Saul transformed by the Holy Spirit? 2. **Go Forth:** Closing prayer focussing on the theme of having ‘a change of heart’ like Saul and opportunity for the children to write/draw a way they wish to change on a paper heart.   What part of Saul’s story did you find most surprising?  What can we learn from this story? | 1. **Gather:** Play video clip - A plastic bag blowing in the wind. Ask:  * What do you wonder about this? * How does it make you feel? * Even though it’s a plastic bag is it beautiful? why? * What can you link this to in your learning?  1. **Art detectives/Visio Divina.** Look at the 2 works of   Art. Ask:  - What do you wonder?  - Who are the figures?  - Who is the father, Son  and Holy Spirit?  - What other symbols can  you see in the art?   1. **What is the Holy Spirit and what does it help us to do?**   Explain that the Holy Spirit is one of the three persons of the Trinity, who helps us know what is right, gives us courage and fills our hearts with love, joy, peace and kindness. The Holy Spirit helps us to pray and know God.  4. **Why do we pray to the Holy**  **Spirit?** Explain that, in all prayers, Catholics welcome the Holy Spirit and open their hearts to God, using the words, “Come Holy Spirit”. Catholics pray to the Holy Spirit to ask for help to make good choices and grow closer to God.  5. **Symbols of the Holy Spirit:** Use the information from the God Who Speaks poster to explain the different symbols of the Holy Spirit and why they are used.  6. **Picture Detectives:** Can  you spot the different  symbols of the Holy Spirit  in the Holy Spirit Gallery?  How do these paintings  make you feel?  Which is your favourite?  7. Video about the Holy Spirit  From Fr Paul.   1. **Independent Task:** Create a piece of art to represent the Holy Spirit on a disc shape (this can be hung on a prayer tree). 2. **Independent Task:** Write your own prayer to the Holy Spirit using Bishop Patrick’s prayer as inspiration:   *Holy Spirit, walk with*  *Me this day. Help me to walk more closely with you.*   1. **Exit Ticket:** Which image is your favourite representation of the Holy Spirit and why? (D2.5.3) Why do Christians pray to the Holy Spirit? |
| **Adaptive teaching** | Simpler version of the sequencing activity, enabling pupils to recognise the chronological order of the Resurrection, appearing to the disciples, Ascension and Pentecost. See adapted timeline resource with 4 events to sequence. | Feelings words and Widgits/emojis etc to choose from. | Sequence images of the story of Pentecost Day.  Match each part of the story with a caption and fill in the key words in the cloze procedure. | Draw images to represent how Luke’s Gospel is different to Acts of the Apostles and adults annotate as appropriate. | Sequence images of the story of the Conversion of Saul.  Write captions for the key parts of the story and to show who Saul/Paul is. |  |
| **Challenge** | Why do you think all these events happened between the Resurrection and Pentecost (the birthday of the Church)?  So that the disciples believed/stop them doubting…  Making sure the disciples were ready…  To give them guidance…  Soon Jesus would leave them again…  To start the Church... | What do you think Jesus might have said to his disciples when he left them?  Encourage the children to make links to previous learning e.g.  Feed my sheep…  Be fishers of men…  Cast your net on the other side…  Missionary Discipleship (Spiritual Theme)…  Let the Spirit walk with you…  Have faith… | Why is it significant that the crowd, who were from different countries, could hear Peter speaking in their own Language?  Good News for everyone…  Church is universal…  Global neighbours…  Link to CST | What do you think is the most important thing that Luke wanted people to know?  Jesus was born and died for...  Jesus shows us...  Forgiveness  Mercy  Serve/service  Joy of God when... | What might be significant about Saul being blinded for three days?  Link to Jesus dying and rising again to new life... (death of his old ways, rising to new life as Paul)  Link to the trinity...  Link to the number three in the Bible symbolising something important or transformation...  Link to Zechariah who did not believe and was unable to speak... | What do you think the words of Bishop’s Patrick’s prayer mean?  ”*Holy Spirit, walk with me this day. Help me to walk more closely with you.”*  Link to Jesus sending a helper/guide..  Use of vocabulary of witness...  Link to some of the ways that the Holy Spirit helps us e.g. courage like the apostles at Pentecost... |
| **Key vocabulary and definition** | **Easter:** a special time when Christians celebrate Jesus coming back to life after he died.  **Resurrection:** coming back to life after being dead.  **Emmaus:** A village where two of Jesus’ friends were walking to when Jesus, after His resurrection, joined them but they didn’t recognise him at first.  **Doubt:** feeling unsure of not believing something completely.  **Commission:** a special job or task someone is given.  **Ascension:** the event where Jesus went back up to heaven to be with God after he came back to life.  **Pentecost:** The day when the Holy Spirit came to Jesus’ friends, helping them tell others about Him. It is often called the birthday of the Church. | **Ascension:** the event where Jesus went back up to heaven to be with God after he came back to life.  **Messiah:** The word Messiah means "deliverer" or "saviour." In the Bible, this word is used to describe Jesus!  **Repentance:** Repentance means to turn from our sin. Turning from our sin is an important part of our relationship with Jesus.  **Witness:** To demonstrate by our words and actions the way that Jesus would like us to live.  Worship: Honouring God with great love. | **Apostle:** A special friend of Jesus who was chosen to share his message.  **Holy Spirit:** The invisible helper that Jesus sent from God to give people strength, courage and love. The Holy Spirit is God and part of the Holy Trinity.  **Jerusalem:** A special city where many important things in Jesus’ life happened, including Pentecost when the Holy Spirit came.  **Language:** The particular system of spoken and written sounds and words, used by people of the same nation, region or group to communicate with one another.  **Pentecost:** The day when the Holy Spirit came to Jesus’ friends, helping them tell others about Him. It is often called the birthday of the Church. Pentecost is a Jewish festival.  **Tongues of Fire:** Little flames that looked like fire appeared above the apostles’ heads to show that the Holy Spirit had come to them and filled them with God’s power and love. | **Apostle:** A special friend of Jesus who was chosen to share his message.  **Bible:** God’s special book containing God’s Word. It is made up of lots of other books.  **Church:** The collective name given to all those around the world who follow Jesus and make up the catholic Church.  **Disciple:** A follower or special friend of Jesus.  **Early Church:** The name given to the very first Christians who started sharing Jesus’ message after he went (Ascended) to heaven.  **Gospel:** A book in the New Testament that tells the story of Jesus’ life and what he taught. There are four **Gospels:** Matthew, Mark, Luke and John.  **St Luke:** A man who write one of the Gospels and another book in the New Testament called Acts of the Apostles. | **Damascus:** A very old city where Saul was going to arrest followers of Jesus.  **Disciple:** A follower or special friend of Jesus.  **Conversion:** Conversion means change or transformation. A conversion could be a big change in someone’s life, especially about faith.  **Forgiveness:** Forgiveness is when God lets go of our mistakes when we are truly sorry because he loves us. Forgiveness is a fresh start and a chance to be a better person.  **Paul:** Paul was the name Saul used after he became a Christian.  **Persecute:** To treat someone badly because of their beliefs.  **Saul:** Saul was a Jewish man who followed Jewish law strictly and tried to stop the early Christians.  **Vision:** A special picture or message someone sees from God. | **The Holy Trinity:** There is one God, but God exists in three distinct persons: God the Father, God the Son (Jesus), and God the Holy Spirit.  **Holy Spirit:** The invisible helper that Jesus sent from God to give people strength, courage and love. The Holy Spirit is God and part of the Holy Trinity.  **Come Holy Spirit Prayer:** A common prayer to the Holy Spirit is: "Come, Holy Spirit, fill the hearts of your faithful and kindle in them the fire of your love." In this prayer, we are asking for the Holy Spirit's presence and guidance.  **Symbols of the Holy Spirit:** There are different symbols of the Holy Spirit in art. These are special symbols that show God’s power and love. |
| **Resources** | 9 ‘Scripture Boxes’ containing simplified versions of Scripture, related artwork and objects (white cloth, cup and plate, cutlery, bandages, fishing net, cuddly sheep, globe, helium balloon, windmill).  Timeline template (Print A3)  Timeline cards (Print A3)  Adapted Curriculum Resources (AC) as appropriate  Exit Ticket Slip | PowerPoint  Depictions of the Ascension  Writing frames (if appropriate)  Heart Post-Its | PowerPoint  Retrieval Slip (or complete on WBs)  Images of Pentecost to Sequence  Word Banks/Sentence Stems  Small blank greetings cards | PowerPoint  ‘Luke’s Gospel’ and ‘Acts’ template.  Cloze Procedure printed as necessary  Exit Ticket (True/False quiz)  God Who Speaks Posters (for teacher subject knowledge) | PowerPoint  Role Play items e.g. blindfold, robes etc.  Heart-shaped Post-It notes  Images of Conversion of Saul to Sequence (AC)  Word bank and sentence stems  Clay and modelling tools  Exit Ticket | PowerPoint  Disc template for children’s art  Prayer template  Crayons, felt pens, paints, collage materials etc  Exit ticket and challenge prompts |
| **Diversity Links** | *Diversity represented in artwork, including:*  “One is All” or “Ascension Day” by Evans Yegon, an artist from Kenya.    “The Great Commission” by Chinese artist He Qi. |  | Celebrate the different languages in your school/class, making a display. You could translate and represent the words “Come, Holy Spirit.”  Opportunity to also learn this in sign language.  Learn “Hello” in different languages. [Hello Around the World | Say Hello in 15 Different Languages | Explore World Song | JunyTony](https://www.youtube.com/watch?v=472AnCrHYVs) | Different representations of St Luke or scenes from his Gospel/Acts from various cultures and time periods e.g. Ethiopian art, Eastern Orthodox icons, Latin American folk art etc. |  |  |
| **Checking for understanding (summative assessment)** | **Exit Ticket:** What do you wonder about the story of Jesus appearing to the apostles? (D2.5.1.)  I wonder… | Recordings of the children’s responses as videos and voice recordings. | **Exit Ticket:** How were Peter and the other apostles transformed by the Holy Spirit?  Peter and the apostles were transformed by the Holy Spirit… | **Exit Ticket:** True or False quiz about the Gospels and Luke’s writings. | **Exit Ticket:** How was Saul transformed by the Holy Spirit?  Saul was transformed by the Holy Spirit… | **Exit Ticket:** Which image is your favourite representation of the Holy Spirit and why?  (D2.5.3)  Why do Christians pray to the Holy Spirit? |

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| **PENTECOST TERM 1**  **BRANCH 5 – TO THE ENDS OF THE EARTH**  **YEAR 2**  BIG QUESTION: Are some fruits of the Holy Spirit easier to grow than others? | | | | |
| **Knowledge Lens** | **Lesson 7**  **BELIEVE**  The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.  The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control. | **Lesson 8**  **LIVE**  The example of a saint who showed examples of peacebuilding in their lives e.g. St Catherine of Siena, St Bernadine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope Pius X, St Francis Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives e.g. St Oscar Romero, St Teresa of Avila. | **Lesson 9**  **LIVE**  The example of a saint who showed examples of peacebuilding in their lives e.g. St Catherine of Siena, St Bernadine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope Pius X, St Francis Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives e.g. St Oscar Romero, St Teresa of Avila. | **Lesson 10**  **CELEBRATE**  In all prayers, Christians welcome the Holy Spirit and open their hearts to God.  Christians pray to the Holy Spirit for help (‘Come Holy Spirit’) |
| **Learning Focus** | **Recognise and name the fruits of the Holy Spirit.** | **Make simple links between the life of Saint Francis of Assisi (or another saint) and the fruits of the Holy Spirit.** | **Make simple links between the life of Oscar Romero (or another holy person) and the fruits of the Holy Spirit.** | **Respond Lesson (Celebration of the Word)**  **(No PowerPoint)** |
| **Recall and Retrieval** |  |  |  |  |
| **Key Skills/disciplinary knowledge** | U2.5.4. Recognise that the description of the fruits of the Spirit is taken from one of St Paul’s letters (Gal 5: 22).  U2.5.6. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.  D2.5.2. Saying what they wonder about the fruits of the Holy Spirit.  R2.5.3. Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community. | U2.5.6. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.  D2.5.4. Listening to and asking questions about the stories and example of a saint whose life shows examples of peace building in the world. (RVE)  R2.5.3. Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community. | U2.5.6. Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.  D2.5.4. Listening to and asking questions about the stories and example of a saint whose life shows examples of peace building in the world. (RVE)  R2.5.3. Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community. |  |
| **Sequence of knowledge throughout the lesson** |  |  |  |  |
| **Suggested Main teaching activity** |  |  |  |  |
| **Adaptive teaching** |  |  |  |  |
| **Challenge** |  |  |  |  |
| **Key vocabulary and definition** |  |  |  |  |
| **Resources** |  |  |  |  |
| **Diversity Links** |  |  |  |  |
| **Checking for understanding (summative assessment)** | **Exit Ticket:** How was St Francis of Assisi transformed by the Holy Spirit?  St Francis was transformed by the Holy Spirit… | **Exit Ticket:** How was St Oscar Romero transformed by the Holy Spirit?  St Oscar was transformed by the Holy Spirit… |  |  |